

DOCUMENT RESUME

ED 202 037

CS 206 317

TITLE Project Basic Instructional Guide, Volume 1.
Functional Writing.
INSTITUTION Maryland State Dept. of Education, Baltimore.
PUB DATE May 80
NOTE 133p.
EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Behavioral Objectives; *Classroom Techniques;
Elementary Secondary Education; Functional Literacy;
*Learning Activities; Teaching Guides; Writing
(Composition); *Writing Instruction; *Writing
Skills

ABSTRACT

This instructional resource guide contains a variety of learning activities categorized according to specific instructional objectives for functional writing development. The activities were developed, reviewed, and evaluated by participants in Project Basic of the Maryland public school system. Thirty-eight objectives are arranged under five competencies--recording personal information, writing messages and reports, writing letters, completing forms, and writing sentences and coherent paragraphs. Each objective contains the following information: (1) instructional specifications (instructional level, curriculum concepts/content, and behaviors to be demonstrated), (2) suggested learning activities, (3) suggested classroom evaluation procedures, (4) extended activities, and (5) lists of vocabulary/key words needed to understand the concepts taught within the objectives. (RL)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED202037

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- * This document has been reproduced as
received from the person or organization
originating it.
- ☐ Minor changes have been made to improve
reproduction quality.
- Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

PROJECT BASIC INSTRUCTIONAL GUIDE

VOLUME I

FUNCTIONAL WRITING

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Maryland State Dept.
of Education

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Maryland State Department of Education
The Office of the Superintendent: Project Basic
200 West Baltimore Street
Baltimore, Maryland 21201
May, 1980

CS206317

MARYLAND STATE BOARD OF EDUCATION

William G. Sykes, President
Lawrence A. Miller, Vice President

G. George Asaki
May B. Bolt
Mary Elizabeth Ellis
Verna M. Fletcher
Joanne T. Goldsmith
Albertine T. Lancaster
Charles E. Thompson

David W. Hornbeck
Secretary-Treasurer of the Board
State Superintendent of Schools

Joseph L. Shilling
Deputy State Superintendent of Schools

Richard M. Petre
Assistant Deputy State Superintendent of Schools

Statement of Nondiscrimination

The Maryland State Department of Education does not discriminate on the basis of race, color, sex, age, national origin, religion, or handicapping condition in matters affecting employment or in providing access to programs. For inquiries related to Departmental policy, contact the Office of Equal Opportunity.

TABLE OF CONTENTS

Introduction.....	1
Special Education Considerations.....	111
Contributing Schools.....	ix
Functional Writing.....	1
Characteristics.....	1
Goals, Competencies, Objectives.....	1
Functional Writing Instruction.....	2
Assessment of Objectives.....	3
Goal 1.1 To Use the Writing Process to Communicate Personal Information.....	5
Competency 1.1.1 Recording Personal Information for Self and Others.....	5
Objective 1.1.1.1 Copy Specific Information from a Schedule.....	7
1.1.1.3 Write Lists.....	11
1.1.1.4 Take Notes from Spoken or Written Materials.....	15
1.1.1.19 Write Own Full Address Including Zip Code.....	19
1.1.1.20 Write Own Telephone Number Including Area Code.....	23
1.1.1.22 Record Full Names of Own Parents or Guardians, Brothers, and Sisters.....	27
1.1.1.25 Write Names and Telephone Numbers of Persons to Contact in Case of Emergency.....	31
Goal 1.2 To Use the Writing Process To Respond to the Demands and Obligations of Society.....	35
Competency 1.2.1 Writing Messages and Reports.....	35
Objective 1.2.1.1 Record Oral Messages That Include Time Entries.....	37
1.2.1.3 Write Directions to a Specific Location.....	41
1.2.1.5 Write Signs of Warning.....	45
1.2.1.6 Write Minutes of a Meeting.....	49

Objective 1.2.1.7	Write an Accident Report.....	53
1.2.1.8	Write Own Resume Including Educational and Work Experience.....	57
1.2.1.9	Write Bills and Receipts for Services.....	59
Competency 1.2.2	Writing Letters.....	61
Objective 1.2.2.1	Write a Friendly Letter.....	63
1.2.2.3	Write an Answer to an Invitation.....	65
1.2.2.4	Write a Thank-You Note.....	67
1.2.2.6	Write an Invitation.....	69
1.2.2.10	Write a Letter of Application for a Job.....	73
1.2.2.11	Write a Letter of Complaint to a Company.....	75
1.2.2.13	Write a Letter of Request in Business Letter Form...	77
1.2.2.14	Write a Letter of Response to a Letter Received.....	81
Competency 1.2.3	Completing Forms.....	85
Objective 1.2.3.1	Complete Financial Forms.....	87
1.2.3.2	Complete License Forms.....	89
1.2.3.3	Complete Order Forms.....	91
1.2.3.4	Complete Application Forms.....	95
1.2.3.7	Complete Personal Information.....	97
Competency 1.2.4	Writing Sentences and Coherent Paragraphs.....	99
Objective 1.2.4.1	Write a Sentence That Makes a Statement.....	101
1.2.4.2	Expand a Sentence by Using Descriptive Words and Phrases.....	105
1.2.4.7	Write Two or More Related Sentences on a Single Topic or Idea.....	109
1.2.4.16	Write a Paragraph That Is Developed Through Narration.....	113

Objective 1.2.4.17	Write a Paragraph That Explains a Process.....	115
1.2.4.18	Write a Paragraph in Response to a Question.....	119
1.2.4.19	Write a Paragraph That Describes a Person, Place, or Object.....	123
1.2.4.20	Write a Paragraph to Summarize Ideas Read or Heard.....	129
1.2.4.40	Write a Sentence That Asks a Question.....	133
1.2.4.41	Write a Sentence That Expresses a Strong Feeling.....	137
1.2.4.42	Write a Sentence That Gives a Command.....	141
1.2.4.43	Write a Sentence Using a Variety of Sentence Structures.....	145

INTRODUCTION

Project Basic has identified sets of behaviors that contribute to competencies which help one function effectively as an adult. These behaviors have been classified as instructional objectives in the curriculum areas of functional writing, survival skills, citizenship, and the world of work. As essential components of the competency-based graduation prerequisites in Maryland, the Project Basic objectives are an integral part of the instructional programs in each local education agency in Maryland.

This instructional resource guide contains a variety of learning activities categorized according to specific instructional objectives. The activities were developed, reviewed, and evaluated by classroom teachers and curriculum content specialists in both the local school systems and the Maryland State Department of Education. They are suggestive in nature and can be modified or adjusted by the classroom teacher to fit the students' needs. Moreover, the activities should be integrated into the regular curriculum, rather than replace it.

Each objective contains the following:

- Instructional Specifications--assists teachers in classroom instruction.
- Suggested Instructional Level--specifies a band of three grades during which the suggested activities should be taught. The objective should be attained by the last grade given. Grade levels are designated to allow for ample instructional time prior to scheduled statewide testing of competencies.
- Curriculum Concepts/ Content--lists specific concepts and/or content which should be taught in order for the students to attain the objective.
- Behaviors To Be Demonstrated--gives specific activities to be demonstrated in attaining the objective.

- Suggested Learning Activities--gives examples of activities which will help students accomplish at least a subset of the curriculum specifications. They will not necessarily relate to all aspects of the objective.
- Suggested Classroom Evaluation--outlines an informal assessment procedure a teacher may use to determine if a student has achieved the respective objective.
- Extended Activities--lists additional instructional activities.
- Vocabulary--lists key words that will help students understand the concepts taught within the objective.

To further assist the classroom teacher, the School Library Media Services Branch and Project Basic will jointly produce suggested resources to support the instructional guides. This publication, "Media Support for Project Basic," will contain an annotated bibliography of student-use materials such as library books, films, filmstrips, kits, records, games, audio and videotapes, filmloops, and transparencies. It will be available to teachers, students, and library media specialists for the 1980-81 school year.

SPECIAL EDUCATION CONSIDERATIONS

P.L. 94-142 requires an individualized education plan for all appropriately identified handicapped learners, necessitating the development of instructional procedures that meet the unique needs of each individual student. In the past, instructional program development for the handicapped learner has been left to the special education teacher who was trained to be cognizant of individual learning characteristics and to develop specialized instructional environments to account for individual differences. With the advent of P.L. 94-142, handicapped learners have increasingly been placed in general education classrooms for the major portion of their instructional day. This active participation in the mainstream of education has altered the general education teacher's role from that of a practitioner of whole-class teaching to that of a specialist in individually designed instruction.

Individualized Instructional Planning

Individualized instruction recognizes the heterogeneity of learning problems and the underlying processes contributing to inadequacies in the learning process. It requires both a systematic approach to instruction and expertise in the modification of instructional materials and activities. Individualized instruction assumes that any task/objective can be taught to any learner given the appropriate instructional methods/activities and enough time. Individualized instruction is learner performance based, requiring teachers to monitor learner skill acquisition and modify their instructional methods accordingly. Students are initially taught those skills which are within their response repertoire. As mastery is achieved, instruction proceeds to higher order tasks.

Initially, the teacher must determine what skills the learner should acquire. These skills are stated as performance objectives. The Project Basic objectives included in this guide have already been determined and are listed in the Declared Competencies Index. Effective instructional plans are based on the data that the teacher obtains through the assessment process. Prior to instruction, the teacher must gather indicators of instructionally relevant behavior. Assessment information should relate to the specific objectives and be described in precise behavioral terminology (e.g., identifies 6 for 9 in isolation and in context). Teachers can use one or a variety of combinations of assessment techniques. The teacher can establish rapport with the student, obtaining both information during the interview and data from informal assessment tasks. Group tests can be administered to screen students for additional assessment through the use of paper-pencil techniques or Every Pupil Response Technique. Simulation tasks can be selected and administered to students. Baseline information obtained through observation is useful in quantifying and coding behaviors. Criterion-referenced measures can also be used to assess specific academic skills.

Methods/Activities

After it has been determined where, in fact, the student is in relation to the specific objective, the teacher must determine the instructional methods/activities that will best assist the learner to acquire the designated skill. The instructional sequence will specify a series of lessons to be conducted that will bring about specific changes in the student's behavior. Instructional methods/activities should be selected and designed so that the student will experience very little failure. These methods/activities will frequently need to be redesigned and presented in a variety of instructional formats. The methods/

activities must include tasks which are within the learner's response repertoire, thereby insuring that the students have the prerequisite skills to accomplish new tasks. Materials and specialized equipment should be carefully selected. Enriching activities may also need to be developed. Repetitive practice activities can often be presented in a game format so that the student's interest is maintained while the specific skill is developed. Practice is essential for the handicapped learner in order to maintain the level of proficiency once the skill is mastered. The use and selection of media should be aimed at the student's strengths. Special education students frequently experience difficulty learning through a particular mode and may therefore need carefully selected supplemental media which does not rely upon that mode. Positive incentives are useful within the instructional setting to maintain interest and increase the rate of skill acquisition in the learner. All teachers issue rewards as a normal part of their classroom activities. Students with learning problems may require specific incentives, planned in a systematic manner. A variety of instructional environments may be necessary in individualized instruction. The physical environment may be oriented to small-group instruction, large group activities, independent assignments, and learning centers for practicing specific skills.

In order to track student progress on specific objectives, it is usually helpful to systematically collect data. Working with a nonhomogeneous group of learners on a variety of objectives necessitates the use of some standardized data form which is complete enough to be useful for recording information relevant to the learner's skill acquisition. When the student's performance on a task is equal to the criteria specified for that task, the task has been learned. Daily

evaluation is useful with special populations so that tasks may be changed or instructional sequences modified when necessary.

A Systematic Approach

Developing an instructional sequence requires a systematic approach so that the learner is working on only one new component at a time. If the learner is presented with two or more components which are beyond his/her current ability level, progress may cease, increasing both teacher and student frustration. Some important components to be considered include the following:

1. The materials to be manipulated by the learner to demonstrate the skill
2. The instructional cues that help the learner make the correct response, such as samples of the completed product, color coding, and taped instructions
3. The receptive mode through which the learner will receive input (hearing, visual, kinesthetic)
4. The expressive mode through which the learner will respond (speaking, writing, signing, language board)
5. The time limit for completing the task

Task analysis is a significant component of instructional planning. It can be a difficult activity since a variety of behaviors are needed to produce the desired learner response. Many different responses are necessary to meet the required competency objective. Initially, the teacher must decide what behaviors are valid indicators of progress on a specific skill. It is necessary to know which behaviors make up a response when a student is unable to respond correctly. It is helpful to have the sequence of tasks worked out prior to the instructional time to minimize the loss of instructional time and to clarify those steps which should occur in sequence and those which do not rely on existing prerequisite skills.

Instructional Guides

The instructional guides can be effectively used with handicapped learners by individualizing the activities in a manner that is consistent with the instructional assessment information.

Input provided by both the special education instructional guide review and the New Windsor spring workshop designated the first activity listed under each objective as the starting level of instruction for each specified objective. In addition, sample objectives are provided which analyze the learner process in a manner which will facilitate their use with handicapped learners. General education teachers should plan their individualized instructional approach with handicapped learners through consultation with the special education teacher.

SAMPLE

Writing Objective 1.1.1.1

Copy Specific Information from a Schedule

Prerequisite Skills

The student should be able to:

- discriminate and write numerals
- demonstrate discrimination skills of looking at letter models, seeing parts of the letter, and reconstructing the whole in written form
- know calendar--days, weeks, months
- write single words and short sentences
- receive instructions in writing
- order information in a temporal sequence
- classify information
- communicate information in a written form

Task Analysis

Component subskills:

- locate date/day/time from a simple schedule
- relate clock time to daily schedule
- identify component parts of a simple schedule
- utilize time concepts associated with schedules--a.m. and p.m.
- listen to and repeat information from the schedule
- sequence own daily schedule
- copy a schedule from the board onto a specific form (review parts, classify components)
- copy any component of a specific schedule upon teacher request

Modifications

Materials/instructional procedures:

- large print materials
- visual references of terminology
- use of model
- overlay transparencies for teaching the lesson
- color coded schedules
- sequence of increasingly complex schedules
- completed samples
- workbooks
- code to shapes and match to specific information
- fixed sequence instruction
- concept mastery evaluation

Alternative Extended Activities

- develop written schedule
- locate examples of schedules and cut/paste into appropriate format
- keep daily journal
- learn to use local bus system from a schedule

CONTRIBUTING SCHOOLS

The curriculum information in the instructional guides was compiled from both local education agency and Maryland State Department of Education sources. Schools from the local education agencies developed the instructional specifications for the identified objectives, developed learning activities, piloted and evaluated these activities. Curriculum specialists from the local schools and the Maryland State Department of Education evaluated and revised the instructional specifications and learning activities based on the data received from the pilot schools. Project Basic thanks all the teachers and content specialists who assisted in this project. The following schools contributed to the educational materials included in the instructional guides:

Allegany County:	Columbia Street Elementary School Georges Creek Elementary School Bruce Junior-Senior High School
Anne Arundel County:	Bayview Middle School Andover Senior High School
Baltimore City:	Maree Farring Elementary School Francis Scott Key School Northern Senior High School
Baltimore County:	Catonsville Junior High School Catonsville Senior High School
Calvert County:	Calvert Middle School Calvert High School
Caroline County:	Riverview Middle School Colonel Richardson High School
Carroll County:	Westminster East Middle School Francis Scott Key High School
Cecil County:	Thomas Estates Elementary School Rising Sun Elementary School North East Middle School Perryville High School

Charles County:	Matthew Henson Middle School Milton Somers Middle School
Dorchester County:	Warwick Elementary School North Dorchester High School
Frederick County:	Middletown Elementary School Middletown Middle School Middletown High School Governor Thomas Johnson High School
Garrett County:	Broad Ford Elementary School Southern Middle School
Harford County:	North Harford Senior High School
Howard County:	Harper's Choice Middle School Hammond Middle School Atholton High School
Kent County:	Chestertown Middle School
Montgomery County:	Paint Branch High School Thomas S. Wootton Senior High School
Prince George's County:	Deerfield Elementary School Walker Mill Junior High School Suitland Senior High School
Queen Anne's County:	Centreville Elementary School Centreville Middle School
St. Mary's County:	Dynard Elementary School Leonardtwn High School
Somerset County:	Woodson Middle School Crisfield High School
Talbot County:	St. Michael's Elementary/Middle School St. Michael's High School
Washington County:	South Hagerstown High School Williamsport High School
Wicomico County:	Pittsville Elementary/Middle School Bennett Junior High School
Worcester County:	Pocomoke High School Snow Hill High School

FUNCTIONAL WRITING

INSTRUCTIONAL GUIDE

FUNCTIONAL WRITING

Writing is an essential skill which satisfies the human need to communicate information, ideas, and feelings. It is a conscious process of selecting, combining, arranging, and developing ideas in effective sentences and paragraphs for a variety of purposes, which serve both public and personal needs. Functional writing consists of a number of skills which make an individual competent to conduct the business of everyday life.

Characteristics

The set of Project Basic Instructional Objectives for Functional Writing incorporates writing skills and representative activities in which writing skills are applied in order to communicate personal information and to respond to demands and obligations imposed on the individual by interactions with other individuals, groups, and institutions. The writing activities combine all the components of the writing process:

1. Providing the content--accepting an identified purpose, selecting and restricting or expanding a topic, collecting and organizing material
2. Transferring ideas into writing--using the knowledge of interrelated forms and functions of words to communicate meaning
3. Increasing ease of comprehension--using conventional spelling, punctuation, and capitalization and selecting language patterns appropriate to writer's purpose to eliminate ambiguities or distraction from the message
4. Planning the effect--using those techniques of language arrangement and selection to influence the reader's thoughts and feelings

Goals, Competencies, and Objectives

Project Basic has identified two goals for instruction in Functional Writing:

1.1 To use the writing process to communicate personal information

1.2. To use the writing process to respond to the demands and obligations of society

Within each of these goals, students need to develop key behaviors which contribute to five competencies:

1.1.1 Recording information for self and others

1.2.1 Writing meassages and reports

1.2.2 Writing letters

1.2.3 Completing forms

1.2.4 Writing sentences and coherent paragraphs

Project Basic has stated these key behaviors as 39 instructional objectives. (See "Table of Contents" for complete listing.)

Functional Writing Instruction

This volume of the Project Basic Instructional Guide presents a series of suggested learning activities which may be used to help students develop and demonstrate the behaviors stated in the Project Basic Instructional Objectives for Functional Writing. Teachers should observe that the suggested activities extend over various time periods. Some of the activities may be completed in one day; others may require several days. Each teacher is urged to creatively adapt, adjust, or expand the learning activities for functional writing to meet needs, interests, and abilities of individual students. The set of instructional specifications which precedes the suggested learning activities for each objective should help teachers understand and adapt the suggested learning activities.

Assessment of Objectives

Students should be able to demonstrate that they have developed the behaviors stated in the instructional objectives for functional writing. Teachers can provide students opportunities to demonstrate these behaviors by using Suggested Classroom Evaluations which accompany the suggested learning activities for each activity. Statewide evaluations of mastery of functional writing objectives are planned. Results of these evaluations can ultimately be used to identify students needing assistance and to develop appropriate assistance through the refinement of instruction and improved instructional emphasis.

GOAL 1.1

TO USE THE WRITING PROCESS TO COMMUNICATE
PERSONAL INFORMATION

Competency 1.1.1

Recording Personal Information
for Self and Others

Writing Objective 1.1.1.1

Copy Specific Information from a Schedule

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Times/Dates
Locations
Abbreviations
Costs--fares, admissions
Names/Titles
- C. Behaviors To Be Demonstrated: Copy by writing

SUGGESTED LEARNING ACTIVITIES:

- A. The student will copy specific information from a weekly classroom schedule.
 - 1. Give each student a copy of his/her basic classroom schedule for the week.
 - 2. Divide the class into small groups and have the children ask each other questions concerning information found on the schedule.
 - a. Times
 - b. Days
 - c. Subjects
 - d. Teachers
 - 3. Have students meet as a large group and copy specific information.
- B. The student will copy specific information from a television schedule.
 - 1. Write the names of various popular television programs on the board.
 - 2. Have class identify these names.
 - 3. Hold up a copy of a television schedule and ask how it relates to the discussion. Discuss the various components of a television schedule.

- a. Times
 - b. Dates
 - c. Channels
 - d. Abbreviations
 - e. Symbols
 - f. Titles of Programs
- 4. Divide into small groups. Give each group a piece of chart paper and a television schedule and have each child in the group copy onto the chart his/her two favorite programs including days, times, and channels.
- 5. Have groups share completed charts.
- C. The student will copy specific information from bus and train schedules.
 - 1. Hold a discussion, asking questions, such as: "If you were going to take a trip to Disneyland, what are the different kinds of transportation you could use (bus, plane, train)? If you were to go by bus, could you decide to leave at any time and catch any bus that passes by your front door?"
 - 2. Lead into a discussion of the necessity of being familiar with transportation schedules (bus or train).
 - 3. Using an overhead transparency of a teacher-made schedule, tell the students they will be taking an imaginary trip to a place designated on the schedule. Discuss as a group the following information:
 - a. Times
 - b. Dates
 - c. Locations
 - d. Abbreviations
 - e. Fares
 - f. Names
 - 4. Give an example from the transparency, and ask the student to copy the specific information. Include examples of the information listed in Step #3.
- D. The student will copy information from an airline schedule to plan an airline trip to a specified location.
 - 1. Obtain a transparency of an airline schedule. Project the transparency for all students to see.
 - 2. Discuss format of the schedule. List on board information which can be obtained from the schedule.
 - 3. Decide where the class will go and which information is needed in order to plan the trip.

4. Plan the trip on the board using information from the airline schedule.
5. Distribute situation cards describing other trips to each student.
6. Have students use the schedule to plan the trips on their cards.

SUGGESTED CLASSROOM EVALUATION:

Give the student a copy of a teacher-made bus and train schedule to the same place. Ask students to copy specific information concerning times, dates, location, abbreviations, fares, and names. The teacher will evaluate the accuracy of information, correct spelling, and legibility.

EXTENDED ACTIVITIES:

1. In small groups, make up a copy of a bus schedule:
 - a. Location of boarding
 - b. Times of pick-up and debarkation
 - c. Bus numbers
2. Take a field trip to a bus or train station. Collect and use schedules to take or plan a short trip.

VOCABULARY:

arrival	destination	symbols
channels	fares	time table
departure	mileage	token

Writing Objective 1.1.1.3

Write Lists

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Grocery lists
Items to pack
Things to do
Names of people
Places to go
Addresses
Phone numbers
Gifts to buy
Items for a party
- C. Behaviors To Be Demonstrated: Writing items in columns

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a list of items for a party in columns with legible handwriting and correct spelling.
 - 1. Discuss with students the planning that is necessary to have a successful class party (Halloween, Valentine). Emphasize that people frequently make lists to help them remember.
 - 2. Elicit from students the many different lists they might need to help them remember items for their class party (guests, telephone numbers, addresses, favors to make, food, paper articles, games to play). List these on the board.
 - 3. Have students discuss their lists for the party and select one list, such as guests, as a class activity. Point out the importance of listing in columns and of correct spelling.
 - 4. Ask the students to select a topic from the suggested list on the board and begin their lists.
 - 5. Have student write some lists on the board for class evaluation.

- B. The student will write a list of items needed for a classroom activity.
1. Discuss with students several possible activities in which they can participate (book fair, game of nations, fashion show).
 2. Select one of the activities and have students suggest items needed for this activity.
 3. List suggestions on the board or on a transparency in column form.
 4. Have class check for items that do not belong in the list.
 5. Have students select another possible activity and make a list of items needed for that activity.
 6. Have students write their lists on transparencies for class discussion.
- C. The student will write a list of items of services which must be considered before purchasing a pet, using correct spelling and legible handwriting.
1. Recall television programs, movies, books, or comic strips in which pets are major characters. Decide whether the owners are responsible or irresponsible owners.
 2. Discuss the kind of care that a responsible pet owner must provide. After naming a pet each child would like to have, have children list items individually.
 - a. Cat
 - b. Dog
 - c. Parrot/canary
 - d. Hamster/gerbil
 3. Have students share lists in small groups based on pet chosen.
 4. Have the students revise lists.
 5. Use revised and rewritten lists as basis for a bulletin board on pet care.
- D. The student will write a list of items for a trip, in columns with legible handwriting and correct spelling.
1. Set up a make-believe situation in which the class plans to go on an overnight trip.
 2. Discuss with the class the different activities that will take place during the trip.
 3. Have students discuss items which will be needed on the trip. As each student mentions an item, have the student write the item on the board in column form.
 4. Have students write the completed list in their notebooks.

5. Discuss other possible trips the class could take and put these on the board.
 6. Have students select one of the trips suggested and then write a list of items to be taken on this trip.
 7. Have students check each other's papers for spelling and format.
- E. The student will write a list of items that he/she would take if moving West in the days of westward expansion, using correct spelling and legible handwriting.
1. Recall television programs or moving pictures which portrayed pioneer families moving westward.
 2. Discuss the kinds of things families took with them in their wagons. List these at the board as they are suggested.
 3. Reorganize the list into two categories:
 - a. Which things did they take for protection or survival?
 - b. Which things did they take for comfort or to make their new lives more enjoyable?
 4. Think about the things that you and your family might have chosen to take if you had been a pioneer family. List these in two columns (as in number 3).
 5. Check representative lists. Evaluate the items and eliminate those that would be impractical (an electric appliance). Have children revise lists individually or in small groups.

SUGGESTED CLASSROOM EVALUATION:

The student will write correctly a list of items found in the classroom in column form by category.

EXTENDED ACTIVITIES:

1. Have students make a list of favorite characters from television in column form: funny, brave, attractive, cartoon.
2. Have students look through an order catalog and write lists of items under designated categories, such as, sports equipment, furniture, toys.

VOCABULARY:

category
column

format
items

Writing Objective 1.1.1.4

Take Notes from Spoken or Written Materials

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grade 6-8

B. Curriculum Concepts/Content:	Spoken Materials	Written Materials
	Lectures	Stories
	Class meetings	Articles
	Speeches	Passages
	Tapes	Advertisements
	Records	Reference materials
	Radio	
	Television	

C. Behaviors To Be Demonstrated: Writing notes which identify main ideas and appropriate supporting detail in proper sequence, using effective abbreviations

SUGGESTED LEARNING ACTIVITIES:

A. The student will take clear, accurate notes from written materials.

1. Review reasons for taking notes from written materials: study, preparation for tests, preparation of oral or written reports.
2. Provide class with single paragraphs of factual information related to ongoing unit or to recent reading. Read paragraphs for general comprehension.
3. Discuss main idea of paragraph. Write abbreviations and key words on the board. Continue discussion, identifying supporting details and noting these on board also.
4. Have students use notes to reconstruct orally the ideas in the paragraph.
5. Study notes to identify "characteristics" (short forms, abbreviations, key words only).
6. Provide a second paragraph. Have students read and discuss, then write notes independently.
7. Exchange papers; evaluate for clarity and accuracy of information.

B. The student will take notes from an oral report.

1. Identify areas of content on which additional information is needed.
2. Limit areas; decide on specific topics for oral reports.
3. Have the students do the following:
 - a. Use a non-print reference: tapes, filmstrip, record, film
 - b. Take notes, applying procedures used when taking notes from print materials
 - c. Reread, paying particular attention to accuracy of statement
4. Have the students write introductory sentences for the report, list details to be included, write closing or summary statement.
5. Have the students present report, using notes as guides.
6. In a discussion with students, judge effectiveness of the report by considering:
 - a. Clarity of statements
 - b. Relevance of ideas
 - c. Organizations of ideas

C. The student will take notes from a written report accurately and legibly.

1. Identify areas of content on which additional information is needed.
2. Limit areas of content; note specific topics on which single paragraph reports can be developed.
3. Have the students:
 - a. Use two print references
 - b. Take notes, applying procedures developed in activity A
 - c. Combine notes from the two sources into one list or outline
4. Have the students compose topic sentences and develop paragraphs using combined notes for support.
5. Have the students evaluate paragraphs in small groups for clarity and accuracy and for adherence to classroom standards for good paragraphs.

D. The student will take clear, accurate notes from oral materials.

1. Establish a form for recording information of a specialized nature about some aspect of television:

- a. Commercials
- b. Newscaster
- c. Children's programs
- d. Situation comedies

Name of Product	Manufacturer	Type of Visual Background	Type of Visual Presentation	Special Effects	Propaganda Devices Used

2. Have students record information on programs during a specified time period.

3. Compare results; combine information into a composite chart. Draw inferences or make generalizations based on the complete information.

E. The student will take notes from a taped speech clearly, legibly, and accurately.

1. Discuss ways the students take notes.
2. Distribute copies of a short speech with sample notes written below the speech. Discuss and analyze the written notes, referring to the original speech.
3. List criteria for note taking; main idea, related details, organization of ideas, abbreviations.
4. Have students listen to a taped speech and take notes on the speech.
5. Replay the speech so students can check notes for accuracy.
6. Have students discuss their notes in order to compare results.

SUGGESTED CLASSROOM EVALUATION:

Students list supportive details and main ideas from a written passage or story or from listening to a ten-minute presentation.

EXTENDED ACTIVITIES:

1. Role-play the part of a news reporter.
2. Interview someone and make a report from notes.

VOCABULARY:

accurate
information

main idea
outline

relevant
sequence

specific
supportive details

Writing Objective 1.1.1.19

Write Own Full Address Including Zip Code

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades K-2
- B. Curriculum Concepts/Content: Full name
House or apartment number
Name of street, road, avenue
Post office box or RFD number
Name of city and state
Zip code
- C. Behaviors To Be Demonstrated: Printing or writing addresses correctly and legibly in box form

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write own full address, including zip code, on a form legibly and accurately.
 - 1. Discuss the importance of one's full address for the location of one's residence.
 - 2. Have students find out their complete addresses and have them written on a piece of paper (homework assignment).
 - 3. Discuss with the class how the addresses are the same or different according to capitalization, punctuation, form.
 - 4. Have students memorize their addresses and then write them on a form supplied by the teacher.
 - 5. Have students check the addresses from homework assignment for accuracy and form.
- B. The student will write own full address on an envelope legibly and correctly.
 - 1. Show filmstrip or film on the post office.
 - 2. Discuss importance of uses of addresses.
 - a. By postal workers
 - b. By the sender
 - c. By the recipient of various types of mail (letters, magazines, packages)

3. Have the students prepare an appropriate card or greeting for a family member.
 - a. Valentine's Day Card
 - b. Mother's Day
 - c. Halloween
 4. Have student bring in full address from home. Review the following:
 - a. Children's addresses
 - b. Correct form
 - c. Capitalization
 - d. Punctuation
 5. Ask students to address envelopes for cards to be mailed to someone at their home addresses.
 6. Arrange for cards to be stamped and mailed.
- C. The student will write own full address legibly and correctly.
1. Discuss importance of writing name and address legibly and correctly on mail.
 2. Have pupils write name and address on plain paper.
 3. Give each child an envelope and have him/her self-address it.
 4. Play "What's Wrong with This Address" game in which the child must pick out the mistakes visually and then correctly write them on a piece of paper.
 5. Have students revise their names and addresses on envelope.
- D. The student will write own full address, including zip code, on a form legibly and accurately.
1. Describe or "advertise" a specific product that the students in the class might be interested in ordering. At the end of the commercial, state that in order to receive this item, a specific order form must be filled out accurately.
 2. Divide class into small groups to discuss and list information that might be needed by a company in order to send out products to someone.
 3. Have students share the information from their small group meetings and draw a chart which includes information for writing an address:
 - a. Format
 - b. Capitalization
 - c. Punctuation

4. Have students bring in coupons clipped from newspapers, magazines, or cereal boxes and a slip of paper with their complete address written on it.
 5. Use the chart made in Step 3 as an example and have the students copy their own addresses from the slip of paper onto the coupon they brought in.
- E. The student will be able to write his/her own full address on a piece of paper, including zip code, accurately and legibly.
1. Distribute blank address forms and allow students to orally supply missing items to make the address complete.
 2. Have students write their addresses on the blanks.
 3. Have students use this information to self-address an envelope and mail it to themselves.

SUGGESTED CLASSROOM EVALUATION:

Give each student a blank envelope to write his/her full name, address and zip code on the envelope.

EXTENDED ACTIVITIES:

1. Have students bring in empty cereal boxes with box top spaces for addresses and have them fill in their addresses.
2. Have students fill out identification cards for wallets.
3. Have a postal employee come to talk to the class about the importance of having the correct address and zip code on a letter.

VOCABULARY:

address	rural route
apartment number	zip code
identification	

Writing Objective 1.1.1.20

Write Own Telephone Number Including Area Code

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades K-2
- B. Curriculum Concepts/Content: Area code
Local exchange
Number
- C. Behaviors To Be Demonstrated: Printing numerals accurately and
legibly in correct sequence

SUGGESTED LEARNING ACTIVITIES:

- A. The student will complete blanks specified for telephone number and area code on a form, legibly and in correct sequential order.
 - 1. Participate in class discussion on the importance of correct sequential order of telephone numbers.
 - 2. Obtain samples of forms that require a telephone number and circle this area on the form. Have students fill in their own telephone number and area code correctly.
 - 3. Prepare learning centers which contain number (0-9) cards; student will select the numbers in his/her own telephone number and area code and place them in sequential order in the provided holder which is three sections: area code, local exchange, and numbers.
 - 4. Have class make classroom telephone directory with each student listing his/her phone number including local exchange and area code.
- B. The student will correctly write his/her phone number and area code on two forms.
 - 1. Distribute three types of information forms (identification card, membership forms, book cover).
 - 2. Discuss sections where phone information is required.

3. Emphasize the need for correct sequence, accuracy, and legibility.
 4. Have each student select two forms to fill out.
 5. Have students fill out two forms with their correct phone numbers, including area code.
- C. The student will write his/her home phone number with the area code included in correct sequence and legible handwriting.
1. Discuss with the class the importance of knowing phone numbers/area codes.
 2. Assign students to go home and write their phone numbers including area codes. This assignment is to be returned the next day by each child, in the correct sequence, with accurate and legible handwriting.
 3. Have students write their phone numbers on the board.
 4. Have class check these numbers according to correct sequence and legibility.
- D. The student will write his/her own phone number, including zip code, legibly and sequentially.
1. Give each student his/her phone number in a scrambled form. Have student unscramble the numbers and write his/her phone number in correct order. Then check the number with the one written in the class phone book.
 2. Give each student a personal application form.
 3. Ask the students to write home phone numbers in the appropriate space.

Example:

Name _____
 Address _____
 Phone _____
 Favorite thing _____
 Age _____
 Pets _____

SUGGESTED CLASSROOM EVALUATION:

Student will be able to legibly print his/her telephone number including area code and local exchange on a classroom bulletin board.

EXTENDED ACTIVITIES:

1. Use the collected phone numbers in a guessing game in which one child is the telephone operator. This student calls out a number and the child who has that number listed pretends to answer the telephone.
2. Make a classroom directory and have each child write his/her own number with their area codes included.
3. Use real telephone numbers (from phone company) and have children dial their phone numbers.

VOCABULARY:

area code
busy signal
dial
dial tone
directory

information
local exchange
operator
sequence
telephone

Writing Objective 1.1.1.22

Write Full Names of Parents or Guardians, Brothers, and Sisters

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: First name
Middle Name and/or initial
Surname
- C. Behaviors To Be Demonstrated: Writing full legal names in correct order, using correct spelling and capitalization

SUGGESTED LEARNING ACTIVITIES:

- A. The student will list in the appropriate places on a personal information form the full names of his/her parents or guardians, brothers and/or sisters, using correct capitalization, punctuation, and spelling.
 - 1. Devise a form that asks for first name, middle name or initial, last name, and relationship. Discuss the meaning of each heading.
 - 2. Have students ask parents to help them complete the form with correct information on their family.
 - 3. Let students work in pairs to provide drill on correct spelling of their families' names. Provide both oral and written practice.
 - 4. Have students write the full names of parents/guardians, brothers and/or sisters in the proper places on an emergency information card, using correct capitalization, punctuation, and spelling.
 - 5. Check cards for accuracy and legibility.
- B. The student will write the names of family members correctly and in order on a printed form.
 - 1. Examine several different types of forms requiring names of parents, brothers, and sisters:

Student Questionnaire
Job Applications
Family Tree

2. Discuss the proper order of recording names: first name, middle name or initial, surname.
 3. Discuss reasons for including legal names instead of nicknames.
 4. Have students list the names of parents, brothers, and sisters in correct order on a blank sheet of paper and exchange papers to check legibility, spelling, and capitalization.
 5. Have students select one form and fill in appropriate spaces with the names of parents, brothers, and sisters legibly and correctly.
- C. The student will write the names of parents, brothers, and sisters on an emergency card legibly and correctly in the appropriate spaces.
1. Have students complete an assignment requiring them to bring in a written list containing the legal names of their parents/guardians, brothers, and sisters.
 2. Have some students write their assignments on the board.
 3. Have class analyze these assignments according to proper sequence and use of legal names. Have students revise their assignments correctly.
 4. Distribute school emergency cards, and find spaces where this personal information is needed.
 5. Have students fill in the information from their revised assignments.
- D. The student will complete a printed form by writing correctly and legibly the names of his/her parents or guardians, brothers, and sisters.
1. Discuss with class the difference between a legal name and a nickname.
 2. Ask the students to list on their papers the names of their parents/guardians, brothers, and sisters.
 3. Discuss the proper sequence of full names by writing your own on the board: first name, middle name or initial, and surname.
 4. Ask students to take their lists home and get their parents, brothers, and sisters to correct any errors in the spelling of names.
 5. Distribute an information card to each student the next day.
 6. Have the students fill in the information from their assignments in the proper spaces.
 7. Have students exchange forms to check on completeness of the form and correct spelling of names from appropriate students' assignments.

SUGGESTED CLASSROOM EVALUATION:

Require students to complete a blank personal information form by listing, in the designated places, the full names of parents/guardians, brothers and/or sisters, using correct spelling, punctuation, and capitalization.

EXTENDED ACTIVITIES:

1. Make a set of seasonal place cards with one family member's full name on each card. Take them home for use at mealtime.
2. Bring in pictures and make an album identifying and recording the names of each person and stating their relationship to the student.
3. Find your family's name in the telephone book.

VOCABULARY:

guardian
identification
initial
legal
maiden name

nickname
parent
relation
relationship
surname

Writing Objective 1.1.1.25

Write Names and Telephone Numbers of Persons To Contact in Case of Emergency

GOAL: To use the writing process to communicate personal information

COMPETENCY: Recording personal information for self and others

INSTRUCTIONAL SPECIFICATIONS:

A. Suggested Instructional Level: Grades 3-5

B. Curriculum Concepts/Content: Telephone Numbers:

Fire
Police
Accident
Medical
Utilities
General emergency (911)

C. Behaviors To Be Demonstrated: Printing numerals accurately and legibly
beside written name of contact person

SUGGESTED LEARNING ACTIVITIES:

A. The student will locate and write the name and phone numbers for specific services in an emergency, accurately and legibly.

1. Hold up a study print of an emergency situation; review the service needed in the situation and the person to contact for the service.
2. Ask the children how they would locate the correct phone number in order to reach the service needed.
3. Discuss the alternative ways to contact emergency personnel by phone.
 - a. Dial "0"
 - b. Use a phone book (inside cover and meaning of symbols)
 - c. Dial 911 (fire, police)
4. Give the students a picture of an emergency, and have them copy the name and the number of the correct service from the phone book.
5. Have students list two other emergencies, persons to contact, and appropriate phone numbers.

- B. The student will write the name and telephone number of the appropriate service for an emergency, legibly and accurately.
 1. Hold up study prints showing different emergency situations, and ask what is happening.
 2. Chart various significant vocabulary words that might arise during the discussion and clarify meanings.
 3. Ask what the children would do if they were involved in an emergency situation.
 4. Ask the children whom they would call on the telephone and why.
 5. Show an overhead transparency which lists all emergency services and the corresponding phone numbers.
 6. Have the students choose a situation and role play.
 7. Have the remaining class members refer to the transparency and record the appropriate service and phone number.
 8. Have students check their papers for accuracy and revise them correctly.
- C. The student will legibly and accurately fill in an emergency card for home, including the name and the telephone number of services to contact in case of an emergency.
 1. Pass out emergency phone number stickers (obtained by calling the phone company and asking them to be sent to your school), and discuss the best place to put them in your home (by phone).
 2. Review types of emergencies and appropriate services to contact. In addition to fire and police include the following:
 - a. Rescue squad
 - b. Doctor
 - c. Poison control
 - d. Veterinarian
 - e. Gas/electric
 - f. Plumber
 - g. 911 emergency number
 - h. Parents' place of employment
 3. Discuss the need for legibility and accuracy when writing the emergency card.
 4. Have each student in the class write information on an emergency card for his/her home.

D. The student will locate telephone numbers and correctly fill out an emergency information card, using a telephone book.

1. Discuss "emergency" and list different types of emergencies.
2. Discuss whom you would contact for each emergency.
3. Ask the students to bring the following information from home: doctor's name and number, a person other than parents to contact in case of emergency and his/her number, pertinent medical information, parents' work numbers. Using this information, each child will fill out a school-designed emergency information card.
4. Break the class into small groups. Provide each group with phone books and emergency cards. Allow the groups to work with materials. Assist students in filling out individual cards.
5. Set up a learning station with local utility information (gas, oil, electric, telephone, plumbing services). The student must select service numbers for own home utilities and design and fill out an emergency utility card to be placed by own phone.

E. The student will fill out an emergency information card accurately and legibly.

1. Help students to become familiar with the use of telephone and telephone books through class work, learning centers.
2. Have the students demonstrate their ability to locate needed emergency information by completing a form which duplicates the front page of a telephone book.
3. Have students complete practice cards which have the same needed emergency information.
4. Give the students a much smaller card than the form. This will be their symbol that they have learned the necessary information. When completed, this card can be placed inside their medicine cabinet as a constant reminder of what to do in case of an emergency.

SUGGESTED CLASSROOM EVALUATION:

Give students a list of emergency situations. Each student will write the name and telephone number of the appropriate service to contact for each emergency.

EXTENDED ACTIVITIES:

1. Have the students create their own emergency situation and describe the situation on paper. The students will exchange their description with other students and write the correct number of the emergency service to contact.
2. Have students illustrate a booklet of emergency situations and fill in information pertaining to the name and telephone number of the service to call.

VOCABULARY:

accident
emergency
fire
fireman
information
medical

operator
police
policeman
rescue squad
telephone
utilities

GOAL 1.2

TO USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND
OBLIGATIONS OF SOCIETY

Competency 1.2.1

Writing Messages and Reports

Writing Objective 1.2.1.1

Record Oral Messages That Include Time Entries

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Telephone messages
Tape recorded information
Face-to-face communications
- C. Behaviors To Be Demonstrated: Writing messages which tell who sends what information to whom at what time

SUGGESTED LEARNING ACTIVITIES:

- A. The student will accurately write a message (including time entries) from an oral communication.
 - 1. Discuss what should be recorded in a message to be left for someone.
 - 2. Dictate a message to be delivered to parents, friends, others.
 - 3. Have students write the essential components of the message:
 - a. Who the message is from
 - b. Who the message is for
 - c. Receiver of the message
 - d. Time of message
 - e. Basic content of message
 - 4. Dictate the same message again.
 - 5. Have the students check their papers for accuracy.
 - 6. Divide students into groups of two with one student giving the message and the other recording it.
 - 7. Have students verify information and exchange roles.

B. The student will legibly and accurately write a message (including time entries) from an oral communication.

1. Record three messages on a tape recorder.
2. Provide students with a message form including the following:
 - a. Who the message is from
 - b. Who the message is for
 - c. Receiver of message
 - d. The message
3. Discuss the form with the class.
4. Play one recorded message and have students fill in form.
5. As a group, have class check the form orally.
6. Play the second and third recorded messages.
7. Have students check their work using a teacher-prepared answer key.

C. The student will legibly and correctly write a message (including time entries) from an oral communication.

1. Provide students with the essential components of message-taking:
 - a. Who the message is from
 - b. Who the message is for
 - c. Receiver of the message
 - d. Time of the message
 - e. Basic content of the message
2. Role-play with students a situation where a person calls at the student's home and leaves a message for a parent.
3. Have other students record the message.
4. Discuss the responses with the class and have students revise their messages if needed.

D. The student accurately and legibly records a message, including time entries.

1. With students, set up a form for recording all information needed.

2. Have students use this form for the following activities:

- a. Record message from audiotape in a center
- b. Role-play a telephone call and record the message
- c. Role-play a visitor to a student's home and record the message
- d. Role-play a communication from one teacher to another or from parent to teacher and record the message

3. After each activity, have students discuss their written messages for accuracy and legibility.

SUGGESTED CLASSROOM EVALUATION:

Ask the principal or another teacher to dictate a message to the classroom, and have the children write the message, including the five components listed in these activities.

EXTENDED ACTIVITIES:

1. Direct a student to originate and dictate a message of interest/importance to another student.
2. Have students design own message pad.

VOCABULARY:

message
oral communication
time entries

Writing Objective 1.2.1.3

Write Directions to a Specified Location

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Starting point and destination
Cardinal directions
Directional terms
Landmark descriptions
- C. Behaviors To Be Demonstrated: Writing clear, logical, and sequential directions

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a clear, logical, and sequential set of directions for getting from one area of the school to another.
 - 1. Ask students to think quietly for a moment and to recall exactly how to get from one area of the school to another.
 - a. The media center to the cafeteria
 - b. The main office to the guidance area
 - c. The physical education area to the health room
 - 2. Ask students to sketch diagrams/maps of the route between these three starting points and their destinations.
 - 3. Have students translate diagrams/maps into written directions for getting from each starting point to each destination.
 - 4. Have students read directions aloud and have audience guess the destination.
- B. The student will write a clear, logical, and sequential set of directions for getting from one area of the school to another.
 - 1. Take students new to the school on a tour and have them make note of the location of the cafeteria, administrator's office, and/or library.
 - 2. In a discussion, review the locations.

3. Have students construct a map and designate the location of one or more of these sites.
 4. Have students write the directions.
 5. Check for accuracy.
- C. The student will write a clear, logical, and sequential set of directions for getting from home to a destination in the community.
1. Have students prepare for this activity by making notes about distances, cardinal directions, street names, and landmarks for two or three frequently traveled routes between home and points in the community.
 2. In a class discussion, help students to clarify their own notes so that they are readily understandable to all class members.
 3. Ask each student to select a partner and to discuss each other's route notes. Have each one rewrite his partner's route from his home to a destination in the community.
- D. The student will write a set of directions for getting from home to another destination.
1. Duplicate a grid map that identifies landmarks, streets, route numbers. Select a point A that is labeled "your house" and a point B that is an interesting destination.
 2. Review criteria for writing directions: legibility, sequential order, clarity, and accuracy.
 3. Have students write the directions from home to destination.
 4. Have students exchange their directions with another student to check against criteria.

SUGGESTED CLASSROOM EVALUTION:

Give students oral directions on how to get from a point in the community to another location such as a shopping center or recreation area. Have students take notes, ask clarifying questions, draw a map, and write the directions.

EXTENDED ACTIVITIES:

1. Suggest that a group of students develop a file card box of sets of directions to ten points of interest in the community. Have students draw maps and include symbols and a legend for these directions and others.

2. Have a group of students prepare a set of single-phase instructions for use by PTA or other visitors in getting to key points in the school during a meeting or special event.
3. Have students use a city street map to prepare a set of directions, using direction words such as north, northwest, southeast, and others.

VOCABULARY:

bear	intersect	right
blocks	left	south
cross	miles	turn
east	north	west
feet	proceed	yards

Writing Objective 1.2.1.5

Write Signs of Warning

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content:
 - Beware of animals
 - Caution
 - Danger
 - Do not feed the animals
 - Just married
 - Keep off the grass
 - No smoking
 - No trespassing
 - Warning bell
 - Wet paint
- C. Behaviors To Be Demonstrated: Printing or writing signs in large, clear and correct letters

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write signs of warning correctly.
 - 1. On the board, write a sentence using a word like caution or flammable.
 - 2. Discuss with students the meaning of the word using the context of the sentence.
 - 3. After meaning is determined, have students write a sentence using the word correctly.
 - 4. Discuss with students:
 - a. Why is it important to know such a word?
 - b. What circumstances can they think of when an important word like this is used?
 - c. Can they think of any other words that are also important in signs?

5. Put the words on the board and have students copy from board. Check for correct spelling.
6. Have students use words that were volunteered in Steps 3 and 4 and write out full phrase of warning. Discuss their phrases, and have students revise their warning signs.

B. The student will write signs of warning correctly and accurately.

1. Conduct a class discussion:
 - a. Why are warning signs necessary in our society?
 - b. What would result if there were no warning signs?
 - c. Can you name any situations that need warning signs?
 - d. What common warning signs can you name?
2. Have students write several warning signs.
3. Check for visibility, spelling, and accuracy in the signs.

C. The student will identify and write signs of warning.

1. Conduct class discussion on uses and reason for warning signs.
2. Develop criteria for writing warning signs: visibility, correct spelling, accuracy.
3. Show pictures requiring warning signs.
4. Have students identify and write the appropriate sign.
5. Give students pictures containing several incorrect signs, and ask students to write correct signs for each picture.

D. The student will write several warning signs for given hazardous situations.

1. Have students look at pictures of hazardous situations. You may wish to discuss what is happening in each picture to insure that the students have a complete understanding of each.
2. Discuss how a warning sign should be written with correct spelling, large visible lettering, and accurate information.
3. Have students write appropriate warning signs for situations observed in pictures.

SUGGESTED CLASSROOM EVALUATION:

Give students two hazardous situations and require students to make warning signs for each with large visible lettering, correct spelling, and accurate information.

EXTENDED ACTIVITIES:

1. Make a list of questions to survey the public's awareness of warning signs.
2. Make signs of warning which could have been used to prevent accidents reported in the local newspaper.

VOCABULARY:

awareness
beneficial
beware
caution
danger

flammable
hazardous
trespassing
vicious
yield

Writing Objective 1.2.1.6

Write Minutes of a Meeting

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Name of organization
Time, place, date
Name of presiding officer
Purpose of the meeting
Business conducted
Recorder's signature
- C. Behaviors To Be Demonstrated: Writing clear, accurate, and concise minutes with required components

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write concise minutes of a meeting.
 - 1. Have the students listen to a recording of an organized meeting, observing parliamentary procedures.
 - 2. Have students discuss the relevance of keeping minutes of meetings. List any undesirable results of not having kept minutes of a meeting.
 - 3. Ask students to work in small groups to discuss "The Definite Form for Writing Minutes."
 - 4. Have students discuss "The Secretary's Notes."
 - 5. Encourage each group to write, from the secretary's notes, full minutes, observing all rules for clear writing.
 - 6. Place in an envelope strips of paper bearing each sentence of "The Model Minutes of the Meeting." Allow each group to arrange in sequential order the sentences so as to form the full minutes from the secretary's notes.

THE DEFINITE FORM FOR WRITING MINUTES

1. The opening sentence gives the name of the organization, the place and date of meeting, and the name of the chairperson.
2. The business is recorded in the order in which it is considered.
3. Reports are summarized.
4. New committee appointments are given in detail.
5. Motions and names of persons making the motions are recorded. Each motion is recorded in a new paragraph.
6. Approval or failure of these motions is recorded but not the discussion of the motions.
7. The method used for adjourning the meeting is included.
8. The signature of the secretary is added as a matter of record.

THE SECRETARY'S NOTES
October 7, 19__

Meeting called to order at 3:00 o'clock by Jim Russell, president.

Minutes of past meeting read and approved.

Report of Decoration Committee: Alex Harris, Mary Jackson, and Ruth Jennings

Black and yellow crepe paper on wires across room
Shocks of corn and pumpkins in corners
Fake fireplace, with a witch

Appointment of other committees:

Entertainment - Beth Edwards (chairperson)
Jim Tulley, Jack Skaggs

Refreshments - Emily Jackson (chairperson)
Bob Atkinson, Alice Truitt

Motion to invite new mothers as guests at party

Motion made by Mary Clark
Seconded by Jim Malone
Motion carried

President asked secretary to send invitations to the mothers.

Club adjourned by President at 4:00 o'clock.

THE MODEL MINUTES OF THE MEETING

The regular meeting of the Booster's Club was held in English Room 104, on October 7 at 3:00 o'clock, with the president, Jim Russell, presiding.

The minutes of the preceding meeting were read and approved.

The chairman of the Decorations Committee for the Halloween Party reported on plans for decorating the gymnasium. He suggested the use of black and yellow crepe paper to be strung on wires across the room, shocks of corn and pumpkins to be placed in the corners, and a fake fireplace to be constructed with someone dressed as a witch to sit beside it. These plans were accepted.

The president appointed two other committees: one, of Beth Edwards, chairperson, Jim Tulley, and Jack Skaggs, to plan games and entertainment for the party; another, of Emily Jackson, chairperson, Bob Atkinson, and Alice Truitt, to plan refreshments. These committees will report at the regular meeting on October 21.

Mary Clark moved that the mothers of the new students in the class be invited to the party as special guests. Jim Malone seconded the motion. The motion was carried. The president instructed the secretary to send the invitations.

The meeting was adjourned by the president at 4:00 o'clock.

Respectfully submitted,

Mary Alice Young
Secretary

B. The student will write minutes of a class meeting legibly, correctly, and accurately.

1. Video-tape or audio-tape a student council or other school meeting.
2. Have students take notes of the proceedings.
3. Discuss notes taken and develop a set of criteria for taking minutes.
4. Compare this criteria with a set of duplicated minutes from the video-taped meeting and revise criteria accordingly.
5. Conduct a class meeting and have students take minutes.
6. Have students check their minutes against the criteria above.

- C. The student will write a clear and concise set of minutes of a simulated meeting.
1. Project a model of a minutes report on the screen.
 2. Discuss with the students items in a minutes report: name of organization, time, place, date, name of presiding officer, purpose of the meeting, business conducted, recorder's signature.
 3. Have students copy the items in their notebooks.
 4. Role-play a business meeting. Pick a name of a club and the officers. Assign roles for a simulated meeting with items of business to be discussed.
 5. Have students act as secretary and take minutes of the meeting.
 6. Project the model again, and have students compare their minutes with those of the model.

SUGGESTED CLASSROOM EVALUATION:

Role-play a five to ten minute committee meeting, and require students to take correct minutes of the meeting.

EXTENDED ACTIVITIES:

1. Identify procedures for amending minutes in a previous meeting.
2. Have students attend a student council or other meeting and take minutes. Report these minutes to class.

VOCABULARY:

accuracy
amend
approve
concise

edit
minutes
proposed
signature

Writing Objective 1.2.1.7

Write an Accident Report

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Pertinent facts (time, place, conditions, witnesses, injuries, damages)
Persons involved
Proper sequence of events
Short description of accident
Diagrams
- C. Behaviors To Be Demonstrated: Writing correct reports of accidents

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a description of an accident, using a sample of an accident report form.
 - 1. Have students examine a variety of accident report forms to determine the following:
 - a. The types of information generally required on all forms
 - b. The types of information required on specific kinds of accidents
 - c. The vocabulary used and problems encountered in filling out accident report forms
 - 2. Ask students to construct diagrams of specific school or community areas for the purpose of illustrating "mock" accidents.
 - 3. Divide class into small groups and have them use diagrams and verbal narration to reenact a pseudo-accident.
 - 4. Have students write a description of the "accidents" enacted by their classmates.
- B. The student will be able to write a legible, accurate, and concise description of an imaginary accident or one they have observed.
 - 1. Conduct a class discussion on the importance of the following:

- a. Using facts, not conjectures, in accident reporting.
 - b. Getting names, locations, and other items.
 - c. Organizing information in sequential and chronological order.
2. Have students prepare a skit of an accident and then do the following:
- a. Plan and rehearse so that the accuracy of the events cannot be disputed.
 - b. Prepare and give a true/false quiz for classmates to take after the skit.
3. Have students observe a simple skit in which an accident occurs and then complete the following:
- a. Write a brief, clear description of the events. Recheck for information discussed in number 1 above.
 - b. Compare the description of the accident in small or large groups.
- C. The student will complete an accident report legibly and accurately.
- 1. Conduct a class discussion about the various types of accidents that occur and the need for accurate reports; include automobile, household, and school accidents.
 - 2. Ask students to list pertinent facts which would be needed to report an accident occurring in the home or on school grounds.
 - 3. Show a film of an accident and have students record information in lieu of using a form. Include the following items:
 - a. Pertinent facts (time, place, conditions, witnesses, person(s) involved, injuries, and damages)
 - b. Proper sequence of events
 - c. Short description of accident
 - d. Diagrams

SUGGESTED CLASSROOM EVALUATION:

Have students complete an accident form from information given.

EXTENDED ACTIVITIES:

- 1. Collect as many different types of accident forms as possible for class examination and use. Use bulletin boards, comparison/contrast, or learning activity or learning centers.

2. Bring in guest speakers to explain the kind of accident reporting they must do and other type of paperwork involved. (State police and insurance agents are good sources.)
3. Prepare mimeographed diagrams with cassette recordings of pseudo-accidents to be used in learning center or by other classes.

VOCABULARY:

accident
altercation
apparatus
bruise
degree of injury

diagram
fracture
identification
injury
insurance

laceration
liability
pertinent
puncture
sequence of events

shock
witness

Writing Objective 1.2.1.8

Write Own Resume' Including Educational and Work Experience

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Personal background
Educational background
Work experience (potential)
References/recommendations
Interests and activities
- C. Behaviors To Be Demonstrated: Writing complete, accurate, and legible resumes

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a resume' legibly, accurately, and completely by using an information checklist.
 - 1. Design and put up a bulletin board entitled "How To Write a Resume'" or put the information on an overhead transparency and have someone explain it to the class.
 - 2. Hold a class discussion of the information that one should include in a resume'.
 - 3. Plan a field trip to the placement office of a nearby college or university. Listen to the placement officer explain tips for writing a resume. Have students look around the placement office and read some of the resumes on file.
 - 4. Give students a checklist with items of information, and let them write imaginary resumes.
- B. The student will compile a resume' including pertinent information on personal background, educational background, work experience, references, interests, and activities.
 - 1. Have students compile a list of what information an employer needs to have about a prospective employee. This could begin as an individual exercise and then be used as a basis for a class discussion. The list should include all information needed in a resume'.
 - 2. Have students write a first draft of a resume'.

3. Have students exchange first drafts of resumé and prepare a list of questions which have been unanswered in the resumé.

4. Have the students write a final draft of a resumé.

C. The student will write a resumé completely, legibly, and accurately.

1. Discuss the purpose of a resumé and what should be included: personal background, educational background, work experience, references, interests and activities.
2. Have students make a list of information under each category listed above.
3. Distribute copies of a sample resumé for class analysis.
4. Have students write their own resúmes, using information previously assigned.
5. Have students exchange resúmes to check for legibility, accuracy, and completeness.

SUGGESTED CLASSROOM EVALUATION:

Have students write or type their own resúmes to be evaluated by the following checklist.

RESUME CHECKLIST	Acceptable	Unacceptable
Personal Background		
Educational Background		
Work Experience		
References/Recommendations (3)		
Interests/Activities		
<u>RESUME MECHANICS</u>		
Legible or Type		
Chronological or Alphabetical Order		
Mechanics of Writing		
General Appearance		

EXTENDED ACTIVITIES:

1. Choose an ad from the local newspaper and create a resumé that would insure employment.
2. Discuss possible value of including life experiences in a resumé.

VOCABULARY:

chronological order
dependents
occupation

previous
resumé

references
social security

Writing Objective 1.2.1.9

Write Bills and Receipts for Services

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing messages and reports

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Date
Person giving service
Person receiving service
Signatures
- C. Behaviors To Be Demonstrated: Writing a complete and accurate bill of receipt

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write bills and receipts for own services.
 - 1. Ask students to identify three services they could provide, such as lawn mowing or babysitting.
 - 2. Have students write a bill and a receipt for these services.
- B. The student will write a bill and a receipt for services in a correct format.
 - 1. Present a transparency or copy of a real bill and a real receipt form.
 - 2. Have students use these forms to write a bill and a receipt for appropriate goods and services.
- C. The student will write a receipt for services rendered, correctly and legibly.
 - 1. Assign students to role-play a situation in which a person is hired to babysit. Include duties, time, and pay rate per hour.
 - 2. Have students observe skit and take appropriate notes.
 - 3. Discuss items which should be included in a receipt: date, person giving service, person receiving service, signature.
 - 4. Direct students to write a receipt for services rendered in the skit.
 - 5. Have a few students write their completed receipts on the board for class evaluation and discussion.

SUGGESTED CLASSROOM EVALUATION:

Have students describe a service rendered. Write a bill and receipt for that service. The bill should include: date, service, person giving the service, person receiving the service, rate, hours, and signatures. The receipt should include date of payment, recipient, amount of payment, service received, and signatures.

EXTENDED ACTIVITIES:

1. Design bulletin board displays of cancelled bills and receipts from home or businesses in the community.
2. Have students design bill and receipt forms for school newspaper ads and yearbook sales.

VOCABULARY:

accuracy
bill
comprehensive
concise
format

legibility
receipt
signature
verification

GOAL 1.2

TO USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND
OBLIGATIONS OF SOCIETY

Competency 1.2.2

Writing Letters

Writing Objective 1.2.2.1

Write a Friendly Letter

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Format of letter
Contents of letter
Appropriate language
- C. Behaviors To Be Demonstrated: Writing a friendly letter correctly

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a friendly letter, using the correct format.
 - 1. Have students compile a list of circumstances for writing a friendly letter.
 - 2. On the chalkboard or a transparency, sketch the format for a friendly letter using blank lines to represent each part. Label the parts with the terms: heading, greeting, body, closing and signature.
 - 3. Have students copy the format, filling in appropriate information for each blank.
 - 4. Have the class write a brief message to fill in the body of the letter as a group activity.
 - 5. Have students copy the letter in their notebooks.
- B. The student will be able to write a friendly letter to a real or imaginary friend communicating a specific event using correct format, punctuation and capitalization.
 - 1. Discuss with the class the reasons for communicating in writing with another person (e.g. to express feelings, interests, experiences).
 - 2. Set up a situation in which a student is absent from school due to illness. Have the students write a friendly letter to the ill student telling what's happening at school.
 - 3. Have students exchange letters to check content and format.

C. The student will write a friendly letter, using informal language.

1. Give the class a sample letter written in language that is too formal for a friendly letter.
2. Have students change the language and choice of greeting, closing, and signature to informal style and write a class letter.

SUGGESTED CLASSROOM EVALUATION:

Ask students to write a friendly letter of at least one paragraph which tells about a recent class project or activity. The student will use correct format, punctuation, and capitalization for a friendly letter.

EXTENDED ACTIVITIES:

1. Write a friendly letter to a school or community helper.
2. Adopt a senior citizen as a pen pal, with a Meals-on-Wheels worker assisting in the matching process. Write a letter to the pen pal and let the volunteer act as mailman.
3. Exchange friendly letters with students of another class.

VOCABULARY:

abbreviation	content	margin
address	friendly letter	salutation
body	greeting	signature
business letter	heading	sincerely
closing	indent	

Writing Objective 1.2.2.3

Write an Answer to an Invitation

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Format of letter
Contents of letter
Appropriate language
- C. Behaviors To Be Demonstrated: Writing a clear, correct, and courteous response

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a response to an invitation to a cookout.

- 1. Write the following invitation on the board:

Dear Dan,

I am having a cookout next Saturday, May 19. The cookout will be at my parent's house. It will begin at 2:00 o'clock. Our pool will be open, so bring your bathing suit. Let me know if you can come.

Sincerely,
Dave

- 2. Discuss with the class several possible responses to the invitation.
 - 3. Have students write a letter of acceptance and a letter of regret for the invitation.
- B. The student will write a response to a social invitation, using the friendly letter style.
 - 1. Distribute copies of a letter of invitation and several written responses to the letter.
 - 2. Have students evaluate the letters of response to the invitation, using pre-established criteria.
 - 3. Have students write an original response accepting an invitation to a party.

- C. The student will respond appropriately to a specific kind of invitation.
 - 1. Discuss the various kinds of invitations.
 - 2. Distribute three kinds of invitations.
 - 3. Have students write appropriate responses to each.
- D. The student will write a response to a formal invitation legibly and accurately.
 - 1. Give students a copy of a formal invitation to a wedding or graduation and note the formal characteristics of the language used.
 - 2. Have students write a formal response to the invitation in the same format.
 - 3. Have some students read their letters for classroom analysis and discussion.

SUGGESTED CLASSROOM EVALUATION:

Give students copies of an informal invitation and a formal invitation. Ask each student to write a letter of acceptance and a letter of regret for each invitation.

EXTENDED ACTIVITIES:

- 1. Write a checklist of common errors which people normally make in writing responses to invitations and place in the classroom.
- 2. Write an invitation to a social activity that will be occurring at your school. Ask each person to reply in a written response. Survey how many people accurately respond to the invitation.

VOCABULARY:

body
envelope
etiquette
heading

R.S.V.P.
salutation
signature

Writing Objective 1.2.2.4

Write a Thank-you Note

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Format
Content of note
Appropriate language
- C. Behaviors To Be Demonstrated: Writing a clear, correct, and courteous response

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a thank-you note.
 - 1. Hold a class discussion on the nature of a thank-you note:
 - a. Its tone - formal but friendly, correct stationary
 - b. Writing steps - mechanics of letter writing, contents of body (mention of nature of gift, additional useful comments)
 - c. Promptness
 - 2. Show students different samples of thank-you notes.
 - 3. Pose a variety of situations requiring thank-you notes. Have students write notes in response to one or more of the following:
 - a. Write a letter thanking a speaker for coming to your class and speaking or presenting a program.
 - b. Write a letter thanking your aunt for a birthday or graduation present.
 - c. Write a thank-you note to a friend for inviting you to his/her house for the weekend or a party.
 - d. Write a letter thanking your grandparents for the Christmas gift they sent.
- B. The student will write a thank-you card for services provided to the school.
 - 1. Discuss with students the courtesy of thanking people for services rendered and the use of a thank-you card as one method of thanking people.

2. Recall some recent services provided to the school: an assembly provided through P.T.A. money, a fair to help buy school supplies, a holiday party prepared by parents.
 3. Develop original thank-you cards with the students using models of printed cards.
 4. As a group, have the class compose a statement of thanks for a related group discussed above.
 5. Distribute copies of the class-developed card, and ask students to write a similar note of thanks to another person or group which provided service to the school.
 6. Have students exchange completed cards for peer evaluation.
- C. The student will write a personal note of thanks to a friend or relative.
1. Ask each student to list three examples of kindness done by friends/family.
 2. Ask students to write and send one thank-you note as a response to one of the following situations:
 - a. Your friend has given you tickets to a show you wanted to see
 - b. Your grandmother has cooked your favorite meal

SUGGESTED CLASSROOM EVALUATION:

Describe three imaginary gifts or kindnesses received by a typical student. Ask students to select one gift or kindness and write an appropriate thank-you note.

EXTENDED ACTIVITIES:

1. Discuss the feelings a person might have receiving a thank-you note.
2. Construct a scrapbook containing thank-you notes received by classmates or family members.

VOCABULARY:

appreciation
complimentary close
hospitality

salutation
signature

Writing Objective 1.2.2.6

Write an Invitation

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Format
Specific content
Time, Date, Place, Attire
What to bring, if necessary
An R.S.V.P., if appropriate
Reason for party, if necessary
Appropriate language
- C. Behaviors To Be Demonstrated: Writing a clear and complete invitation

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write invitations to a school dance.
 - 1. Introduce the correct form for writing an invitation, and show examples of several correctly written letters of invitation.
 - 2. Compose with the class an invitation from notes.
 - 3. Have students send written individual invitations in which they invite someone to a school dance.
 - 4. Duplicate some sample invitations for class evaluation.
- B. The student will write a standard informal invitation.
 - 1. Discuss the need for written invitations in terms of accurate communication of the necessary information.
 - 2. Introduce the correct form for writing an invitation, and show examples of several correctly written letters of invitation.
 - 3. Play the game "Telephone." The teacher will whisper an invitation to the first student in the chain, and students will continue whispering the invitation down the chain. Undoubtedly, the information will be incorrect by the end of the chain. Compare the original invitation information to the end product. This will reinforce the need for written invitations.

4. Through a brainstorming process, have the students tell what the necessary information would be for an invitation (time, date, place, attire, person inviting). A blank invitation transparency should be used and filled in as the information is given and students should copy the information on a piece of paper.
 5. Discuss the additional information which might be necessary for specific situations:
 - a. What to bring
 - b. What to wear
 - c. R.S.V.P. (explain and discuss term)
 6. Give a practice example of a situation for which an invitation must be made. Using the invitation transparency created in Step Number 4, the class will fill in the information in the appropriate places. Students should copy the invitation as it is being completed on a piece of paper.
 7. Have students check each other's invitations for legibility and accuracy of information.
- C. The student will write a formal invitation asking a community or school leader to speak to a group.
1. Show examples of the correct form and content of a formal invitation.
 2. Discuss with class the names of community or school leaders as possible classroom speakers.
 3. Have students select a name and write a formal invitation, using appropriate language and accurate information (date, time, location).
 4. Have students exchange papers to check format, content, and punctuation.
- D. The student will write an invitation to a friend to attend a social/sporting event at school.
1. Motivate the writing through a discussion of some upcoming school social and sporting events. Ask the class if any of them plan to bring guests to the events. Suggest that they may at times decide to invite out-of-town guests to some event.
 2. Read some very interesting letters of invitation. Discuss points that must be covered such as time, place, date, dress. Review letter form.
 3. If possible, have students write genuine letters to friends or relatives whom they wish to invite to a school event. Address and mail the letters. If this is not possible, ask students to write sample letters of invitation chosen from the following situations:

- a. Ask your friend to spend Saturday night with you and to attend a school basketball game.
 - b. Invite a friend who likes music to attend the school band concert.
 - c. Invite a relative to attend your school play. (You may pretend that you have leading role in the play.)
 - d. Invite a relative to come for the weekend to attend your school's graduation exercises because there will be a very well-known speaker.
4. Have students exchange letters in small groups and evaluate them. Each group will choose the best letter, and the writer will read it aloud to the class.

SUGGESTED CLASSROOM EVALUATION:

Have students fill in a blank invitation form using thier choice of three situations.

NAME _____	
YOU'RE INVITED	
TO A _____	
TIME:	_____
DATE:	_____
PLACE:	_____
ATTIRE:	_____
BRING:	_____
R.S.V.P. BY:	_____
TELEPHONE:	_____
INVITED BY:	_____

EXTENDED ACTIVITIES:

1. Bring in invitations received or given by the student or the student's family and discuss them.
2. Discuss the differences between formal and informal invitations and the different responses necessary.
3. Research how invitations have changed over time.

VOCABULARY:

attire
format

invitation
R.S.V.P.

Writing Objective 1.2.2.10

Write a Letter of Application for a Job

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Business letter form
Appropriate personal information
Request for interview or application form
References
- C. Behaviors To Be Demonstrated: Writing a clear, accurate, and correct letter of application

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a letter of application for a job from a newspaper ad.
 - 1. Use newspaper ads to discuss information to include in application letters of employment.
 - 2. Compare letter bodies (one effectively written, one ineffectively written) to lead to an inductive understanding of the contents of a well written letter of application for a job.
 - 3. Use a model letter or discuss format and punctuation of a business letter.
 - 4. Have students pick a newspaper ad and write a rough draft of a letter of application. Then have them proofread, revise, and rewrite their letters.
- B. The student will write a letter of application for a job, using a personal data sheet.
 - 1. Discuss items to be included on a personal data sheet, and have students prepare one.
 - 2. List several possible jobs with corresponding addresses on the board or on ditto paper, and discuss requirements for these jobs.

3. Have students select a job and write a letter, including the following information: reasons for applicant's suitability, personal data, request for application form, request for interview, and listing of references.
 4. Duplicate sample student letters for class evaluation, and have students review and rewrite letters correctly.
- C. The student will write a letter of application to accompany a resumé for a job.
1. Show a model of a job application letter which includes a resumé. Discuss format and content.
 2. Distribute a sheet with a list of job positions and addresses.
 3. Have students write a rough draft of a letter of application including a resumé for job, proofread, revise, and rewrite.
 4. Have students proofread, revise, and rewrite their letters.

SUGGESTED CLASSROOM EVALUATION:

Give students a job position and an address, and have the students write a letter of application for the job, including all pertinent information.

EXTENDED ACTIVITIES:

1. Write a letter of application for a job that has not been advertised in the paper (supermarket clerk, industry worker, or office worker).
2. Using your personal data sheet, try to create a resumé for yourself.

VOCABULARY:

applicant
references
resumé

Writing Objective 1.2.2.11

Write a Letter of Complaint to a Company

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Business letter format
Nature of complaint
Suggested redress which would satisfy customer
Factual details (product description or situation causing complaint)
Maintenance of reasonable tone
- C. Behaviors To Be Demonstrated: Writing a clear, accurate, and correct letter of complaint

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a letter of complaint to a company which has sent him a defective product.
 - 1. Set up a hypothetical situation in which a person has received a defective product in the mail.
 - 2. Discuss the procedure to follow in order to receive redress via the mail.
 - 3. Elicit from the students elements to include in a letter of complaint:
 - a. Nature of complaint
 - b. Product description, including serial or model number
 - c. Suggested redress to satisfy complaint
 - d. Reasonable tone
 - e. Date of purchase
 - 4. Have students write letters of complaint for the defective product mentioned.
 - 5. Project sample student letters on screen for class analysis.
 - 6. Have students revise and rewrite their letters.
- B. The student will write a letter of complaint to a company which has overcharged for a service.
 - 1. Discuss a case in which a person has been overcharged on a monthly bill.

2. List the type of information which must be included in a letter regarding a bill:
 - a. Account number
 - b. Correct amount and stated error
 - c. Data concerning cancelled check or receipt
 - d. Date on which bill was paid
 3. Have students write letters of complaint for an overcharge, including all pertinent data.
 4. Duplicate some student letters for class discussion, and have students revise them.
- C. The student will write a letter of complaint about non-receipt of goods ordered from a mailorder house.
1. Discuss the nature of the problem of non-receipt of goods ordered and relate any personal experiences students have had with this type of problem.
 2. Have students state hypothetical or real situations which could require a letter of complaint and have them write letters about some of the situations.
 3. Ask students to exchange and criticize letters before writing a final copy.
 4. Have students write the final copy on appropriate stationery and address a business envelope.

SUGGESTED CLASSROOM EVALUATION:

Give students a situation and have them write a letter of complaint according to current business practices (letter format, legibility, accuracy, mechanics of writing, and content--including the nature of the complaint, suggested redress, and tactfulness of tone).

EXTENDED ACTIVITIES:

1. Evaluate other students' letters of complaint as compared to current business practices.
2. Contact the Better Business Bureau to discover how many letters of complaint it receives and the types of complaint most often received.

VOCABULARY:

complaint	defective	format	resolve
closing	discontent	redress	

Writing Objective 1.2.2.13

Write a Letter of Request in Business Letter Form

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Business letter format
Contents of letter
Appropriate language
- C. Behaviors To Be Demonstrated: Writing a clear and legible letter
requesting specific information

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a letter of request in business letter form.
 - 1. Set up situations (oral or written) requiring this type of letter (request for price lists, catalogues, directions, free materials).
 - 2. Review the format and mechanics in writing the letter of request. Use examples of business letters.
 - 3. Have students write letters of request from topics provided.
 - 4. Duplicate some of the better written letters for class discussion.
 - 5. Have students revise and rewrite letters.
- B. The student will compose a letter of request asking for information about a specific state.
 - 1. Have each student select a state and locate the capital city and the zip code.
 - 2. Have students write letters to state capitols to secure information about the state.
 - 3. Share letters and materials received in response to those letters.

- C. The student will write a letter of request in acceptable business letter form.
 - 1. Using available textbooks, locate sections on letter writing with special emphasis on request. Discuss the information given in large group.
 - 2. Using sample letters (in texts or prepared by the teacher for overhead use and mimeographed copies), identify the components of effective and ineffective letters of request.
 - 3. Prepare a list of characteristics of desirable content for letters or request. (This may be done individually, in small groups, with a list on the chalkboard from student suggestions.) Emphasis should be on such characteristics as courtesy, conciseness, clarity and complete information, organization.
 - 4. With the students, compose a group letter of request.
 - 5. Have each student write an individual letter of request, exchange letters for peer evaluation, and revise and rewrite as necessary.
- D. Given an imaginary situation created by a classmate, write a letter of request to that student using correct business letter form.
 - 1. Have several students briefly describe orally to classmates the purpose of club or organization to which they belong.
 - 2. Have the class write letters of request to find out more about the organization and how to join it. Use the correct business letter form, content, and mechanics.
 - 3. Have some students read their letters for class discussion.
 - 4. Have students revise and rewrite their letters.
- E. The student will write a letter of request which meets agreed upon class standards.
 - 1. Have students examine requests dealing with the same matter to determine which letter is more effective and list the weaknesses of the less effective letter.
 - 2. Divide class into small groups to compose:
 - a. A list of items which should be included in letters of request.
 - b. A list of situations in which such letters may be required. (One person will present the list for each small group to the rest of the class.)
 - 3. Develop a class standards list; then have each student select from his/her group's situations one for which to write a letter of request according to these standards.

SUGGESTED CLASSROOM EVALUATION:

Ask each student to identify a topic, hobby, or sport of personal interest and to identify an agency, business, or industry related to that interest. Now require students to write a letter of request which asks for information about the selected personal interest.

EXTENDED ACTIVITIES:

Students will bring to class information (ads, free materials offered in magazines, government pamphlets) which they or their classmates might actually want to request.

VOCABULARY:

brochure
Government Printing Office
inquiry
inside address

pamphlet
pertinent
return address

Writing Objective 1.2.2.14

Write a Letter of Response to a Letter Received

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing letters

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content:
 - Letter format
 - Contents of letter
 - Specific statement of response
 - Factual details
 - Reference to letter received
 - Enclosures
 - Appropriate language
- C. Behaviors To Be Demonstrated: Writing clear, legible and appropriate response.

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a letter of response to a friendly letter.
 - 1. Display, on the overhead projector, a sample friendly letter in which some information is requested.
 - 2. Have students pick out the basic parts of the friendly letter and list in their notebooks the type of information requested.
 - 3. Discuss with the class the items to include in a letter of response: reference to letter received, specific statement of response, factual details, enclosures requested.
 - 4. Have students write a rough draft of a letter of response, exchange papers, revise and rewrite letters.
- B. The student will write a letter of response to a letter requesting clarification of a complaint.
 - 1. Read letter from a manufacturer or retail outlet requesting additional information about a complaint that was made by telephone.
 - 2. Discuss proper form, style, and content of the response, and list details that should be included.

3. Provide list of situations which might require a similar response: You have called a local company to complain and receive a letter requesting that you supply information in writing. The complaint is one of these:
 - a. A new carpet shows excessive fading.
 - b. A swimming pool has developed a crack.
 - c. New coating on a driveway is not drying properly.
 - d. A new storm door does not fit properly.
4. Ask each student to select one situation and write the necessary letter. Have different students evaluate the letter using pre-established criteria.

C. The student will write a letter of response to a letter from a company claiming an error in the payment of a bill.

1. Display a sample letter from a company which indicates that an incorrect amount was paid on a bill and that the company is requesting additional payment.
2. Cooperatively with the class, develop the body of the letter with emphasis on exact detail and clarity of statements.
3. Present a list of conditions and situations which might require the same type of response letter:

You have sent a check for your monthly electric bill or bill to a department store. You have received a letter stating that your payment has not been received or was not a correct payment. The situations are the following:

- a. You purchased a lawn mower at Sears and made a down-payment of \$50. Another \$120 was due in one month. You have sent a check for this amount which the store has not received.
- b. You sent a check for \$56 which was the total amount of your water bill. The Department of Water Services says you own another \$6.
- c. You are withholding the rent check because your landlord has not repaired the leaking sink in your kitchen. The landlord is requesting payment before he will agree to make the repairs.
4. Have students choose one of the situations and write the letter of response required. Use some of the letters for class evaluation.

SUGGESTED CLASSROOM EVALUATION:

Give the students a letter requiring a response; have the students write a letter of response in the appropriate format, including a reference to the letter received and specific responses to the inquiry.

EXTENDED ACTIVITIES:

1. Invite the school principal to speak to the class, discussing the kinds of letters received by the school which require responses and the methods used to answer them. Compare these responses with those used in the class activities.
2. Direct students to bring in samples of letters received at home or in their parents' occupations, discuss possible responses, and compare those responses with the actual response letters sent.

VOCABULARY:

appropriate format
enclosures

GOAL 1.2

TO USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND
OBLIGATIONS OF SOCIETY

Competency 1.2.3

Completing Forms

Writing Objective 1.2.3.1

Complete Financial Forms

GOAL: To use the writing process to respond to the demands and obligations of society.

COMPETENCY: Completing forms

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Following directions
Supplying correct information
Completeness
Accuracy
- C. Behaviors To Be Demonstrated: Printing and writing information required with clarity and accuracy

SUGGESTED LEARNING ACTIVITIES:

- A. The student will complete bank deposit and withdrawal slips accurately and completely.
 - 1. Secure some deposit/withdrawal slips from a bank or credit union.
 - 2. Assign a bank account number to each student.
 - 3. Distribute the bank deposit/withdrawal slips and analyze the slips with the class for information needed.
 - 4. Fill out one form together as a class.
 - 5. Have students fill out the bank slips using their assigned bank account numbers and exchange bank slips to evaluate.
- B. The student will be able to complete a given financial form accurately.
 - 1. Invite resource persons from the bank or department store (credit personnel) to discuss financial forms and how to complete them properly.
 - 2. Have students complete various financial forms.
- C. The student will complete a variety of forms such as applications for bank loans and credit applications completely, accurately, and legibly, given hypothetical situations.
 - 1. Distribute sample forms and discuss with the class the items and instructions on them.

2. Ask the students questions based on requested information for a specific form until the form is understood.
 3. Give students a hypothetical situation with all necessary information, including personal income and expenses. Have students complete one of the forms.
 4. Divide class into groups to evaluate the completed forms for legibility, accuracy, and completeness.
- D. The student will complete a credit card form.
1. Provide students with credit card application forms. Review any terms with which students might not be familiar.
 2. Require students to complete the form accurately and legibly.
 3. Have students check each other's forms for accuracy, legibility, and completeness.

SUGGESTED CLASSROOM EVALUATION:

Collect at least ten different financial forms. Mark each for key information needed. Have students select one form at random and complete marked portions.

EXTENDED ACTIVITIES:

Listen to a guest banker who will discuss the necessity of properly completed financial forms.

VOCABULARY:

account number	currently
applicant	deposit
balance	loan
co-signer	withdrawal
credit	

Writing Objective 1.2.3.2

Complete License Forms

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Completing forms

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Following directions
Supplying correct information
Completeness
Accuracy
- C. Behaviors To Be Demonstrated: Printing and writing information required with clarity and accuracy

SUGGESTED LEARNING ACTIVITIES:

- A. The student will fill out a dog license form correctly.
 - 1. Duplicate some sample dog license forms for distribution to students.
 - 2. Distribute sample forms and have students determine type of information requested.
 - 3. Have all students fill in the dog license forms on board.
- B. The student will fill out a permit.
 - 1. In small groups, have students examine a Maryland Work Permit. Read the printed questions and prepare a list of those the students do not understand.
 - 2. Discuss and answer questions from small groups.
 - 3. Have students fill out a copy of the Work Permit.
- C. The student will fill out a driver's license form correctly and legibly.
 - 1. Explain that the State of Maryland has charged the Motor Vehicle Administration with the task of licensing drivers. Ask students to supply:
 - a. reasons for requiring driver's licenses
 - b. the kinds of information likely to be included on a license application

2. Project a copy of the actual license form, and discuss information required on the form, considering reasons for inclusion.
3. Distribute copies of the form and require each student to complete one. Stress that students should print their responses.
4. Have students exchange forms for peer evaluation.

SUGGESTED CLASSROOM EVALUATION:

Duplicate forms for obtaining a driver's license and a Maryland State Work Permit. Require students to fill out each of these correctly.

EXTENDED ACTIVITIES:

1. Make a trip to a license issuing agency to interview an official or clerk. Report to the class about difficulties encountered by people who apply. Bring back sample forms if possible.
2. Have students investigate the functions and procedures of a government agency concerned with issuing licenses (Motor Vehicle Administration, Maryland Department of Natural Resources).

VOCABULARY:

certificate
employee
employer
epilepsy

register
restore
revoke
suspend

Writing Objective 1.2.3.3

Complete Order Forms

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Completing forms

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Following directions
Supplying correct information
Completeness
Accuracy
- C. Behaviors to be Demonstrated: Printing and writing information required with clarity and accuracy

SUGGESTED LEARNING ACTIVITIES:

- A. The student will be able to complete a book order form neatly with all required components.
 - 1. Discuss with the class what a book order form is and how it functions. Emphasize the importance of accuracy if the order is to come back correctly filled.
 - 2. Hand out a sample book order form to each student. Before beginning the ordering process, direct the students to the book reviews. Have students read several reviews. Discuss the importance of the reviews in relation to the choice of books to be purchased.
 - 3. Have students examine the book order form. Discuss the necessary information on the form (return address, date, name, class, total amount due). If free books may be obtained, discuss the specific requirements. Emphasize the need for neatness.
 - 4. Have students complete a book order form which will meet the following requirements:
 - a. return order date--specified date
 - b. choose at least five books (Free book may be obtained for every five books ordered.)
 - c. Correct information filled in (name, class)
 - 5. Have each student check the completed form with another student for legibility and accuracy.

B. The student will provide complete information on an order form.

1. Have students role-play a situation in which one student is a clerk in a store and another student is telephoning in an order.
2. Have the student on the telephone call out the needed information (not necessarily in order listed on the form). The student may repeat the information only one time after the initial order has been placed.
3. Have student playing the clerk write the information on the order form and have class write information also.
4. Have class and role-players check for accuracy.

C. The student will complete a catalog order form correctly.

1. Distribute catalogs to students.
2. Have students select five items to order.
3. Discuss information needed on the order form: names of item, color, number, size, price, shipping weight, mailing address.
4. Have students fill in appropriate information on order form.
5. Have students check complete form with items listed above in Step 3.

D. The student will complete a subscription blank correctly.

1. Project a copy of an incorrectly completed subscription blank; have student identify errors and suggest corrections.
2. Discuss the necessity of accuracy in such forms.
3. Distribute magazine subscription forms, and have students order a one-year subscription for themselves.
4. Have students check each other's completed forms for legibility and accuracy.

SUGGESTED CLASSROOM EVALUATION:

Prepare a list of three items of interest to students (camera, stereo, TV). Ask students to fill out catalog orders for these items, using appropriate forms distributed to them.

EXTENDED ACTIVITIES:

1. Give students the page number and three pieces of requested information. Have the students locate the item in the catalog and complete the other needed information.
2. Have students complete an order form for a record club or book club, read the financial agreement, and identify the obligation they are making to that club.

VOCABULARY:

catalog number
color number
item
order
shipping weight (pounds, ounces)

Writing Objective 1.2.3.4

Complete Application Forms

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Completing forms

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Job forms
Scholarship forms
College entry forms
Membership forms
Financial assistance forms
- C. Behaviors To Be Demonstrated: Printing and writing information required with clarity and accuracy

SUGGESTED LEARNING ACTIVITIES:

- A. The student will fill out an application form for a Social Security card.
 - 1. Discuss with students the purposes of a Social Security card.
 - 2. Distribute application forms for a Social Security card.
 - 3. Discuss any terms with which students may not be familiar.
 - 4. Have students complete the form in a step-by-step procedure. Emphasize neat penmanship and accuracy of information.
 - 5. Have students send in the forms to receive the cards, if they do not already have Social Security numbers.
- B. The student will fill out a job application form.
 - 1. Distribute sample application forms and analyze the forms with the students to determine the information required.
 - 2. Have students complete an application form.
 - 3. Conduct short, informal conferences with students to evaluate the completed job application form and clarify any misunderstanding.

C. The student will fill out a college application form.

1. Obtain samples of college application forms by writing to the colleges or from guidance office.
2. Examine several college application forms to compare the information required of the student:
 - a. What kinds of information are required by all?
 - b. How do the applications vary? Why the difference?
 - c. What information could you not supply at this time?
 - d. Do any of the college application forms require others to fill in sections?
3. Have each student practice filling out a sample form neatly, accurately, and thoroughly.
4. Have students evaluate each other's work in small groups.

SUGGESTED CLASSROOM EVALUATION:

Give the students an application form to apply for membership in community organizations, such as the Boy Scouts or Girl Scouts. Direct the students to fill in the forms completely, accurately, and legibly.

EXTENDED ACTIVITIES:

1. Interview employment personnel for qualities prospective employers look for in employees and the degree to which the application form determines who will be employed.
2. Direct students in small groups to gather at least twelve different job application forms from the community to compare/contrast and determine which information is required on all. Information may be presented to the class orally or in chart-diagram form.

VOCABULARY:

alien	qualifications
applicable	reference
marital status	residence
maiden name	

Writing Objective 1.2.3.7

Complete Personal Information Cards

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Completing forms

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: School file cards
Medical record cards
Emergency files
- C. Behaviors To Be Demonstrated: Printing and writing information required with clarity and accuracy

SUGGESTED LEARNING ACTIVITIES:

- A. The student will fill out personal information cards legibly and accurately.
 - 1. Set up a simulation of a visit to a doctor's office. One student acts as nurse, sitting with the patient who is filling out his Personal Information Medical Card prior to the interview with the doctor.
 - 2. Have children take turns acting out each role, making sure that each child fills out his information card.
 - 3. Include the following on the record cards:
 - a. Name
 - b. Address
 - c. Birthdate
 - d. Birthplace
 - e. Home telephone
 - f. Emergency contact person and telephone number
 - g. Parents' names and addresses
 - h. Parents' occupations
 - 4. Have students exchange cards and check the forms for accuracy and legibility.
- B. The student will fill in each item on a sample school information form with his own personal information, legibly and accurately.
 - 1. Using an overhead projector and a transparency of an information form for school files, fill in each item as it is discussed by class.

2. Give students handouts on which are two columns. One column is a list of the items on an information form; the other column is a list of information on an imaginary student.
 3. Discuss with students the importance of being able to communicate personal information when appropriate.
- C. The student will fill emergency forms neatly and accurately.
1. Have a group of students role-play an accident at school in which a child is seriously hurt.
 2. Then lead a discussion of the kinds of information necessary to get medical help beyond first-aid: name, address, birthdate, home telephone, emergency contact person and telephone number, parents' name and addresses, and parents' occupations.
 3. Project and discuss a sample school emergency form.
 4. Distribute emergency forms and require each student to complete one.
 5. Have students exchange forms to check for legibility and completeness.

SUGGESTED CLASSROOM EVALUATION:

Construct a camp emergency medical form, and require students to fill it out completely and accurately.

EXTENDED ACTIVITIES:

1. The students can make an "Emergency File" with the personal information cards.
2. At a center, have several cards which have personal information about imaginary students on them. Students use information on each card to fill out a sample emergency file card for that imaginary student.

VOCABULARY:

blood type
date of birth
employer
history of diseases
impairments

immunizations
limitations on activities
occupation
vision

GOAL 1.2

TO USE THE WRITING PROCESS TO RESPOND TO THE DEMANDS AND
OBLIGATIONS OF SOCIETY

Competency 1.2.4

Writing Sentences and Coherent Paragraphs

Writing Objective 1.2.4.1

Write a Sentence That Makes a Statement

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades K-2
- B. Curriculum Concepts/Content: Subject/verb combination
Beginning capital
Final period
Meaningful statement
- C. Behaviors To Be Demonstrated: Writing a declarative sentence

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a sentence that makes a statement about a picture.
 - 1. Show a picture
 - 2. Discuss the picture using complete, declarative sentences. On a transparency, record some of the children's statements, pointing out the components of a sentence.
 - a. Subject/verb combination
 - b. Capital letter at beginning
 - c. Period at the end
 - 3. Put the transparency away. On their own paper have the children write another declarative sentence about the picture.
 - 4. Let some children write their sentences on a transparency for class evaluation.
- B. The students will write a sentence that makes a statement about an activity.
 - 1. Have the class make fudge or some other appropriate food.
 - 2. Record on chart paper the students' statements about the activity, making sure that the story consists of declarative sentences only.

3. Using the chart story, hold discussion on the following:
 - a. Subject/verb combination
 - b. Capital letter at beginning
 - c. Period at the end
 4. Put the chart story away. Have students write a sentence that makes a statement about making fudge.
 5. Have students write some of their sentences on a chart for class discussion.
- C. The student will write a sentence that makes a statement about a pantomime.
1. Pantomime eating and ask the students to write a complete sentence telling what was done.
 2. Record responses on the board, pointing out the components of a sentence.
 - a. Subject/verb combination
 - b. Capital letter at beginning
 - c. Period at the end
 3. Have one of the students pantomime an everyday activity. Have a list of suggestions ready. Direct each student to write a sentence stating what the child is doing. (The children can take turns pantomiming.)
- D. The student will correctly write an answer to a question in the declarative mode.
1. Read a brief story to the students; then ask them a question about the main event of the story.
 2. Record one response on the chalkboard, pointing out the components of a sentence.
 - a. Subject/verb combination
 - b. Capital letter at beginning
 - c. Period at the end
 3. Read another brief story to the students. This time ask them to write or print a sentence which answers a question about the main event of the story.

E. The student will legibly write a sentence that makes a statement, using correct spelling and sentence structure.

1. Show a picture to the class. Have students verbalize statements depicting what is shown in the picture.
2. Then have students dictate sentences that makes statements and indicate which are sentences. Have at least five sample sentences.
3. Have students copy these five sentences in their notebooks.
4. Then show them other pictures. Allow students to select a picture and write a sentence that makes a statement about the picture.
5. Duplicate some of the sentences on the board for class analysis.

SUGGESTED CLASSROOM EVALUATION:

Show the children a new picture and ask them to write a sentence that makes a statement about it, making sure that each sentence has a subject/verb combination, capital letter at the beginning, and a period at the end.

EXTENDED ACTIVITIES:

Have groups of students combine sentences to make small stories.

VOCABULARY:

accurate
legible
period

punctuation
sentence
statement

Writing Objective 1.2.4.2

Expand a Sentence by Using Descriptive Words or Phrases

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Sentence expansion by adding words or phrases
- C. Behaviors To Be Demonstrated: Writing expanded sentences from simple sentences

SUGGESTED LEARNING ACTIVITIES:

- A. The student will expand a sentence by building a sentence train.
 - 1. Have each student represent a word by holding a word card.
 - 2. Help students to arrange themselves together to form a sentence.
 - 3. Give additional cards with expanding words or phrases to other students and add them into the original sentence.
 - 4. Write the expanded sentence on the board.
 - 5. After doing several sentence trains as a class, give the student simple sentences and have them add original words or phrases to expand the sentences.
 - 6. Have students exchange and check papers.
- B. The student will expand a sentence by playing a word game.
 - 1. Have a student write a word on the board; then have several students add words in succession to make a sentence.
 - 2. Next have several students add words or phrases to expand the sentence.
 - 3. Give students basic sentences to work with, and have them expand these with original words and phrases.
 - 4. Duplicate samples of students' expanded sentences for class evaluation and discussion.

C. The student will write expanded sentences by answering questions.

1. Discuss with students words and phrases they might use to expand an idea through how, when, where and why.
2. Write a basic sentence on the board, and have students expand this sentence several times by adding words and phrases that relate to how, when, where and why.
3. Give students basic sentences of their own to expand in the same way, and have them write some of their sentences on the board.

D. The student will write expanded sentences by making them more specific.

1. Write a sentence on the board, such as "The boy walked."
2. Ask students what words they might add to make the sentence more specific:
 - a. Telling how, when, and where
 - b. Describing the boy
 - c. Telling how he walks

Attempt to elicit a range of phrases, adverbs, and adjectives without using grammatical terms.

3. Finally, ask each student to write his/her own expanded sentence on the board for class discussion.

E. The student will write expanded sentences using prepositional phrases.

1. Have students analyze samples of prepositional phrases underlined in sentences written on the board, and identify the function of the phrases in each sentence.
2. Write a basic sentence on the board and ask students to add one or two appropriate prepositional phrases to it.
3. Direct students to write several expanded sentences of their own by adding one or more prepositional phrases to each sentence.
4. Share sample sentences on the board for class evaluation and discussion.

SUGGESTED CLASSROOM EVALUATION:

Give students a three word sentence with the noun-verb-noun pattern and ask them to expand it by adding appropriate descriptions to each word.

EXTENDED ACTIVITIES:

1. Play Scrabble Sentence Game with a friend.
2. Design a chart or bulletin board which contains packets of words. (Words in each packet must make a complete sentence.) The student will choose a packet, arrange the words to make a complete sentence, and write three more sentences by expanding the original sentence.

VOCABULARY:

antonym
descriptive
dictionary
expand
noun

pattern
phrase
sentence
synonym
verb

Writing Objective 1.2.4.7

Write Two or More Related Sentences on a Single Topic or Idea

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Kinds of relationships
Descriptions
Examples
Topic
- C. Behaviors To Be Demonstrated: Writing sentences to expand ideas

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write two related sentences on a topic.
 - 1. Help students to define the term related by completing the following worksheets:

RELATED WORDS WORKSHEET

The following groups of words contain one word that does not belong. CIRCLE the word that does not belong in the group.

- 1. horses, ponies, colts, cows
- 2. yellow, green, grey, dark, blue
- 3. walking, sleeping, running, laughter, singing
- 4. rose, daisy, plant, lilac, carnation
- 5. jump, run, cry, skip, speech, sing

Now its your turn, Make up your own groups or words. Exchange it with a friend.

- 1.
 - 2.
 - 3.
 - 4.
 - 5.
- 2. Next have each student select a topic of interest to him/her and write from three to five related words about that topic.

3. Finally, have each student use the related words to write two sentences about the topic.
- B. The student will write four sentences (about a topic) which are related by description, opinion, or explanation.
1. Discuss with students three ways of talking about a topic: describing it, giving an opinion of it, or explaining it. With the class, work through a sample topic such as television in each of these ways.
 2. Next, ask students to select a topic which is particularly interesting to them, to select one way of talking about that topic, and then to write four sentences about the topic using description, opinion, or explanation.
- C. The student will write a five sentence paragraph related to a topic sentence.
1. Prepare a list of topic sentences for students and ask each to select one of particular interest.
 2. Review three ways of writing a paragraph: through description, giving an opinion, or explaining. Ask each student to select the way of writing most appropriate to the topic sentence he/she has selected.
 3. Have students develop their topic sentences into five sentence paragraphs through either description, opinion, or explanation.
 4. Duplicate several paragraphs and work with the class to identify particular words and phrases which relate individual sentences to the original topic sentence.
- D. The student will write a brief paragraph discussing an object or a picture.
1. Show students a variety of pictures and objects. Ask each student to select one object or one picture to write about.
 2. Review description, opinion, and explanation as three ways of talking about a topic and have students use one of these ways to write a brief paragraph about the pictures or objects they have chosen.
 3. Have students exchange paragraphs and circle key words and phrases which relate sentences to the original picture or object serving as a topic.

SUGGESTED CLASSROOM EVALUATION:

Give students three topics and/or ideas and require that they write three related sentences for each.

EXTENDED ACTIVITIES:

1. Have students select a single picture from a magazine or a set of provided pictures and write five to seven sentences telling what is happening in the pictures.
2. Give students a single word topic (happiness, birthday, school) and have them write five to seven sentences telling what that topic means to them.

VOCABULARY:

alike
different
grouping

order
relationship
same
similar

Writing Objective 1.2.4.16

Write a Paragraph Which Is Developed Through Narration

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Topic sentence
Details
Development
Organization
Coherence
Transitional devices
Concluding sentence
- C. Behaviors To Be Demonstrated: Writing a paragraph that tells what happened in logical sequence

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a narrative paragraph from a given list of situations.
 - 1. Discuss with students the concept of narration and the need for proper sequence of events in a narrative paragraph.
 - 2. Give students a list of sentences and have them arrange the sentences in proper sequence.
 - 3. Have students select one task from a number of tasks and list five sequential steps in the performance of that task.
 - 4. Have students develop the steps into a narrative paragraph.
 - 5. Have students edit a sample paragraph, offering constructive comments.
- B. The student will write a narrative paragraph suggested by a title.
 - 1. Distribute a list of possible titles; ask students to select a title and write a brief story plan that tells the time, place, people involved, personal reactions, and a sequence of events.
 - 2. Have students check that the events are in a logical order.
 - 3. Ask students to write a narrative paragraph based on their story plan.
 - 4. Have several students read their paragraphs to the class for peer evaluation.

C. The student will write a paragraph describing the actions in a cartoon.

1. Cut out a cartoon of six to eight frames. After cutting apart the frames, rearrange them. Project the result, using an opaque projector.
2. Ask students to explain why they would have difficulty telling the story. Get students to explain that the frames are out of sequence.
3. Divide the class into small groups. Give each group an envelope containing the individual frames of the cartoon. Have group members put the frames in sequential order.
4. Finally, ask students to write a paragraph describing the action of the cartoon.
5. Duplicate some of the narrative paragraphs for class discussion.

D. The student will write a narrative paragraph of a personal experience.

1. Have students discuss various experiences that have happened to them.
2. Direct them to list these experiences in chronological order.
3. Distribute samples of a narrative paragraph, and have class analyze it according to the topic statement, details, order of development, organization, transitional devices, concluding sentence.
4. Ask students to write a rough draft of a narrative paragraph, telling about the actions of a personal experience discussed above.
5. Direct students to proofread, revise, and rewrite paragraphs.

SUGGESTED CLASSROOM EVALUATION:

Have students select a topic from a list and write a narrative paragraph in chronological order.

EXTENDED ACTIVITIES:

1. Have students write a narrative paragraph following a pantomime:
 - a. Some students read a narrative and then pantomime
 - b. Other students write a narrative paragraph after observing pantomime
 - c. Class will compare original narrative to the student's narrative.
2. List several ideas for narrative paragraphs and have students pick one idea, write a paragraph, and develop a filmstrip depicting the development and organization of the paragraph they have written.

VOCABULARY:

coherence	details	edit	organization	topic
conclusion	development	narration	proofread	transitional

Writing Objective 1.2.4.17

Write a Paragraph Which Explains a Process

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

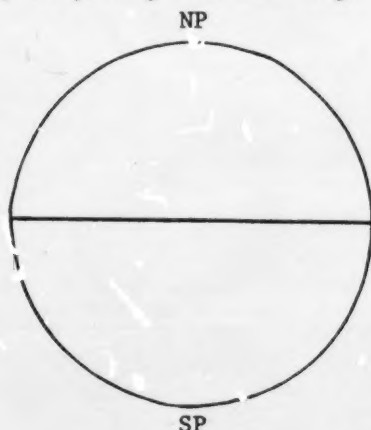
- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Topic sentence
Details/steps
Development
Organization
Transitional devices
Coherence
Concluding sentence
- C. Behaviors To Be Demonstrated: Writing an expository paragraph with clear and sufficient details

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write an expository paragraph from a class topic suggested in class.
 - 1. Distribute copies of sample expository paragraph, and have students analyze the paragraph according to topic and sentences that explain the topic. Below the paragraph, have the pupils write the topic and each supporting idea in very simple sentences.
 - 2. Point out the importance of some kind of reasonable order in arranging sentences.
 - 3. Encourage students to suggest topics on explaining a process, and list them on the chalkboard. Under these topics, write ideas suggested by students for development of the topic.
 - 4. Have students suggest topic sentences for each topic, and write them on the board. Select the good ones; then discuss possibilities of order of ideas that explain topic sentence.
 - 5. Direct students to select a topic and a topic sentence, write a paragraph explaining the process, proofread their work, and rewrite the paragraph.

- B. The student will write a paragraph explaining a process, such as picking a crab, making a dress, baking a cake, or changing a tire.
1. Analyze a sample paragraph which explains a process. Note steps in the process and the arrangement of ideas.
 2. Invite a guest speaker to show students a process.
 3. Direct students to take notes of the steps in the process.
 4. Have students suggest possible topic sentences for a paragraph which explains the process. Write them on the chalkboard.
 5. Allow students to select a topic sentence from the board or write one of their own and start writing a rough draft of a paragraph explaining a process.
 6. Have students revise rough drafts and rewrite their paragraphs in good form.
- C. The student will write a paragraph explaining a process demonstrated by a student.
1. Examine models of good paragraphs for purposes of identifying basic elements.
 2. Have several students demonstrate a process--applying makeup, shining shoes, making a model car, drawing a scene--while the other students take notes.
 3. Have students pick one of the processes demonstrated and write a rough draft of the process in one paragraph.
 4. Duplicate a few of the students' paragraphs for class analyses and discussion.
 5. Have students revise and rewrite paragraphs.
- D. The students will write a paragraph explaining how to reproduce an abstract diagram. (This activity, while basically "non-functional," is valuable for focusing attention on precise word choice in explaining a process.)
1. Evaluate previously written paragraphs which describe a process. Note that problems with paragraphs are often due to imprecise word choice or to inaccuracies in sequence.
 2. Read to students, or have them read from the board or from a dittoed copy, directions such as these:

- a. Draw a circle approximately two inches in diameter.
- b. Draw a horizontal line through the middle of the circle. At the top of the circle, just above the arc, write the letters NP. At the bottom of the circle, just below the arc, write the letters SP. Identify the straight line. Print its name at the line.
- c. Evaluate the directions as well as students' ability to follow them by comparing student diagrams with the expected result:



(Placement of the word EQUATOR will vary because the word at was imprecise.)

3. Have students plan a simple diagram using geometric figures, straight lines, and letters or words. Then have them write directions for reproducing the diagram.
4. Test precision in word choice and accuracy of the sentence by having a small group follow the directions. Note problem areas. Revise and rewrite.

SUGGESTED CLASSROOM EVALUATION:

Show students a film describing a process. Direct students to take appropriate notes and write a paragraph explaining the process. Evaluate according to the following:

1. Does the topic sentence introduce the process?
2. Are the steps in logical order?
3. Does the ending sentence describe the end result if the process has been completed successfully?
4. Is the handwriting legible?
5. Have the mechanics of writing been observed?

VOCABULARY:

coherence	details	process	supporting statements
concluding sentence	organization	sequence	sequence

Writing Objective 1.2.4.18

Write a Paragraph in Response to a Question

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Topic sentence
Details
Development
Organization
Transitional devices
Concluding sentence
- C. Behaviors To Be Demonstrated: Writing a paragraph which explicitly answers a question

SUGGESTED LEARNING ACTIVITIES:

- A. Students will write a paragraph to answer a simple question.
 - 1. Discuss with the class sample questions prepared by the teacher. Develop several topic sentences for each question. Make a list of transitional words and phrases.
 - 2. Have students select one question and write a rough draft of a paragraph to answer the question.
 - 3. In small groups of four to six students, have students exchange, read, and discuss the paragraphs for suggested improvements.
 - 4. Have students reread and revise before rewriting in manuscript form.
- B. The student will write a paragraph to answer the question given by a classmate.
 - 1. Use texts to read and discuss the organization of paragraphs.
 - 2. Make a list of three questions for three different content areas similar to those which have been asked as essay questions. Have students exchange the lists with several classmates in small groups to evaluate the quality of the questions. Discuss how they would develop paragraphs to answer the questions.
 - 3. Have each student write a clearly worded question which any student should be able to answer.

4. Have students select a question sheet at random. Then have them write paragraphs to answer the question.
 5. Allow students time to reread and revise.
- C. Students will write a simple paragraph of eight sentences to answer a question.
1. Discuss types of questions you have been frequently asked to answer. List a variety of these questions on the chalkboard.
 2. List as many different methods of developing a paragraph as possible: details, examples, description, time/space order, cause-effect relationships. Discuss why certain types of questions can best be answered by certain methods of developing paragraphs.
 3. Review manuscript format, basic types of paragraphs, and organization. Discuss the extent to which these are necessary in writing answers to questions, how requirements can differ from subject to subject or teacher to teacher, and how you adapt your writing to the specific subject area.
 4. Have small groups of students read and study model paragraphs which answer questions. (Paragraphs written by other students are preferable as models.)
 5. Have students write simple paragraphs using specific methods of development discussed above.
 6. Select several of the paragraphs written by classmates to be reproduced by the teacher for class analysis because of their effectiveness.
- D. Students will write an expository paragraph of at least eight coherent sentences with adequate information to answer an essay question.
1. Review basic principles of composition with class:
 - a. Manuscript format (to the degree applicable when answering an essay question)
 - b. Structure of paragraphs (topic sentence, supporting sentence, method of development, transitional words and phrases, concluding sentence)
 - c. Specific methods of paragraph development as applicable to the wording of specific kinds of questions.
 2. Pose several questions on the board.
 3. Have students select one question from those listed on the board.
 4. Duplicate some of the students' paragraphs for class analysis and discussion.
 5. Have students revise and rewrite their paragraphs.

E. Students will write an expository paragraph which contains sufficient information to answer a given question.

1. Review the components of expository paragraphs: topic sentence, supporting evidence, unity, coherence and concluding sentence.
2. Have students write paragraphs in answer to simple essay questions for practice in organization and quick determination for the best methods of development (reasons, cause/effect, examples, chronological order, description):
 - a. What is the card catalog?
 - b. Was the Civil War fought primarily for moral or for economic reasons?
 - c. Why is compulsory school attendance necessary?
3. Exchange papers in small groups and ask students to evaluate each other's work.
 - a. What is the topic sentence? Does it clearly state the purpose of the paragraph?
 - b. Do all of the sentences in the paragraph support the topic sentence?
 - c. What method of development was used? Were transitional words or phrases used? Was the organization effective?
 - d. What was the concluding sentence? What purpose did it serve?

SUGGESTED CLASSROOM EVALUATION:

Students will write a fully-developed paragraph to answer an essay question.

EXTENDED ACTIVITIES:

1. Analyze expository paragraphs for strengths and weakness in organization, sentence structure, and methods of development.
2. Bring to class examples of paragraphs which are quite effective as a clear means of specific development and present to the class orally or prepare as a visual for class use.

VOCABULARY:

composition
conclusion and clincher sentence
creative writing
expository writing

methods of development
supporting evidence
thesis and topic sentence
transition

Writing Objective 1.2.4.19

Write a Paragraph Which Describes a Person, Place, or Object

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 6-8
- B. Curriculum Concepts/Content: Topic sentence
Detail
Development
Organization
Transitional devices
Coherence
Concluding sentence
- C. Behaviors To Be Demonstrated: Writing a descriptive paragraph

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a well-organized and developed descriptive paragraph, using sensory details.
 - 1. Discuss the need and importance of description in life situations - sharing experiences with others, identifying persons and places, conversations, letters.
 - 2. Using dittoed sheets and textbook examples, go over descriptive passages which make use of the senses in describing - seeing, hearing, feeling, tasting, smelling.
 - 3. Explain the importance of choosing details that are interesting and vivid:
 - a. People - appearance, walk, voice, manner
 - b. Places - colors, textures, shapes, sizes
 - c. Nature - sights, smells, sounds
 - d. Incidents - order, limit to definite facts needed
 - 4. Discuss concreteness, selection of words.
 - 5. Have students write rough drafts of original descriptive paragraphs, proofread, and revise them.

EXAMPLES OF DESCRIPTION

1. Using the senses in describing:

- a. At that I joined Sam in attacking the lobsters, forking the tender bodies from their shells and dipping them in melted butter. They were, as Duke had said, not unlike hot curds, juicy and tender, and sweet as scorched honey from ocean depths. Roberts, Northwest Passage.
- b. The noise we made seemed loud enough to wake the dead. Our feet crunched the frosty ground: our powder horns and shot pouches thumped and rattled at our hips. Roberts, Northwest Passage.
- c. I could smell the place. It had a rank but pleasant odor, as of herbs mixed with grease, sweet-grass, and wood smoke. Roberts, Northwest Passage.
- d. He was almost unreasonably happy there in the autumn sunlight, watching the blue water part before his sharp prow, seeing the reds and yellows of maples and beeches and birches fire the high shores of the islands and headlands, feeling against his face the cold freshness of the October air. Chase, Silas Crockett.

2. Choosing details that are vivid and interesting:

- a. People - appearance, walk, voice and manner

Benjamin was hard-muscled, six feet tall, quick-fighting, quick dancing, moving lightly like a fighter or dancer, rocking on the balls of his feet, with panther-colored hair and green eyes, so that all his effect was of one of the great cats. Rawlings

- b. Places - colors, textures, shapes, sizes

Your first impression as you pass through the turnstiles at Brussels is one of gaiety. Flags and color everywhere; the music air; the bucket seats which give the panoramic view of the Fair, passing like a giant ski tow overhead; the gorgeous flower terraces leading up to the director's headquarters to the left; and to the right, the twisting, leaping fountains before the American Pavilion. All of this is instantly inviting. The Atlantic Monthly.

- c. Nature - sights, smells, sounds

Christmas day was clear and sparkling. The sun gathered its strength. The icicles were struck to the heart, wept long crystal tears, lost their grip on their week-long homes under the eaves, fell tinkling and broken to the ground. Rawlings.

- d. Incidents - order, limit to definite facts needed to keep story moving.
- 3. Organizing ideas - unity, related ideas, single impression, clear point of view:

He stood at the edge of the pier and watched the waves surge up against the posts in a vain effort to demolish them. Each wave exploded into foam, then fell back as if to gather force for another onslaught.

- 4. Selecting your words with care--concreteness:

On the range, cattle pawed and muzzled through the crusty snow to reach the dried grass; their legs were scraped and bleeding; bloody icicles hung at their nostrils. They must keep to their feet; for, if they lay down they froze to the ground. As, moaning, they huddled together for warmth, mist from the moisture and warmth of their breathing hung over them in the still air as mist hangs over a pool. Stewart, Storm.

- B. The student will write a descriptive paragraph, using words that appeal to the senses.

- 1. Read a paragraph by Helen Keller in "The Loveliness of Things" then discuss how much Miss Keller has experienced through her senses of touch, taste, and smell.

"We read and studied out of doors, preferring the sunlit wood to the house. All my early lessons have in them the breath of the woods--the pine, resinous odor of pine needles, blended with the perfume of wild grapes. Seated in the gracious shade of a wild tulip tree, I learned to think that everything has a lesson and a suggestion. The loveliness of things taught me their use. Indeed, everything that could hum, or buzz, or sing, or bloom, had a part in my education--noisy-throat frogs, katydids and crickets held in my hand until, forgetting their embarrassment, they trilled their reedy note, little downy chickens and wildflowers, the dogwood blossoms, meadow-violets and budding fruit trees. I felt the bursting cotton-balls and fingered their soft fiber and fuzzy seeds; I felt the low sighing of the wind through the cornstalks, the silky rustling of the long leaves, and the indignant snort of my pony as we caught him in the pasture and put the bit in his mouth--ah me! how well I remember the spicy, clovery smell of his breath."

- 2. Have students complete a handout providing a list of nouns from the previous selection by listing the adjectives or phrases describing those nouns and the sense or senses they appeal to:

Some of the things that Helen Keller described are listed at the left in the chart below. In the second column, write the word or phrase she used to describe each thing. In the third column, name the senses you would use to experience each detail. Be sure you include the senses she used. The first item has been done for you.

FEATURE	SENSORY DESCRIPTION	SENSE
Wood	Sunlit	sight, touch
pine needles		
wild tulip tree		
frogs		
chickens		
cotton-balls		
fiber		
long leaves		
pony's breath		

3. Then have students select a topic of their own to be used later for a descriptive paragraph.
4. Next, have students complete a chart related to their own topic, listing nouns they will use and appropriate adjectives that appeal to the senses.

COMPLETE YOUR OWN OUTLINE BELOW:		
FEATURE	SENSORY DESCRIPTION	SENSE

5. Finally, have students write a descriptive paragraph, using the chart they have completed.
- C. The student will write a paragraph describing an object.
1. Project a paragraph describing an object and ask students to identify those elements which make it a good paragraph (use of specific nouns and vivid adjectives).

2. Hold up an object. Get students to suggest a topic sentence to be used in developing a description of the object. Then, as a class, list details on the chalkboard.
 3. Next, ask students to select an object from an assortment placed on a tray or table. Review the preliminary steps in writing a descriptive paragraph: selecting a topic sentence, listing details, and including specific nouns and vivid adjectives. Then after students have completed this step, have them write a descriptive paragraph.
- D. The students will write a paragraph about a person.
1. Have students identify a person who interests them.
 2. Ask students to list mental, emotional, and physical characteristics of this person.
 3. Ask students to write a paragraph describing this person including at least three of each kind of characteristics from lists developed.

SUGGESTED CLASSROOM EVALUATION:

Have students write a paragraph describing a person, place, or object which includes a topic sentence and at least three developmental sentences. The paragraph must be legible and grammatically correct.

EXTENDED ACTIVITIES:

Write a paragraph to describe oneself.

VOCABULARY:

descriptive
developmental sentence

legible
senses

Writing Objective 1.2.4.20

Write a Paragraph To Summarize Ideas Read or Heard

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Topic sentence
Detail
Organization
Development
Transitional devices
Coherence
Concluding sentence
- C. Behaviors To Be Demonstrated: Writing a paragraph which summarizes key ideas

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a concise paragraph summarizing ideas heard in a speech.
 - 1. Discuss with the class the nature of a summary and key ideas to be included in a summary.
 - 2. Have students listen to a taped speech and take notes.
 - 3. Discuss notes taken by students to determine key ideas in the speech.
 - 4. Have students write a rough draft of a summary paragraph.
 - 5. Proofread, revise, and rewrite the paragraph.
- B. The student will write a concise summary paragraph of a reading selection.
 - 1. Read a short passage to students and have one student list the main ideas from the passage on the chalkboard as students make suggestions. If necessary, repeat the process.
 - 2. As a group, compose sentences to state each main idea listed.

3. Rearrange the ideas in chronological order.
 4. On the chalkboard or overhead projector, develop a paragraph using the sentences listed.
 5. Have students work independently and write an original paragraph.
 6. Direct students to exchange papers for peer evaluation.
- C. The student will write a summary paragraph from a visual or auditory source of information.
1. Give students a paragraph to read, underline the topic sentence, and circle supporting evidence.
 2. Have students listen to a speech and take notes of main ideas and supporting details.
 3. Distribute copies of a summary paragraph of ideas in the speech.
 4. Discuss components of the sample summary and have the students compare their notes with the ideas listed in the summary.
 5. Distribute copies of a short speech.
 6. Have students write a rough draft.
 7. Proofread, revise, and rewrite.
- D. The student will write a concise paragraph to summarize a section of a content area text.
1. Recall purposes of summarizing and advantages of the summary as a study device.
 2. Refer students to texts they are currently using in a content area, especially social studies or science. Have them identify a passage that they consider both important and difficult.
 3. Have students record the passage and take notes.
 4. Review characteristics of the summary. Have them use notes to develop a summary paragraph in which they reinforce both writing skills and knowledge of content.
 5. Duplicate some student paragraphs for class evaluation.
- E. The student will write a concise paragraph to summarize a short story, essay, or other short literary selection.
1. Recall purposes of summarizing and advantages of the summary as an aid to recall varied reading selections.

2. Refer students to two or three summaries of a familiar piece of literature. (Summaries should vary in quality, with two of them weak in either identification of major theme or in selection of significant detail.) Evaluate. Establish criteria which would apply to a good summary.
3. Have each student select from an anthology a story or essay which he/she has previously read, but does not clearly recall. Have selection reread, with students taking notes.
4. Review characteristics of the summary. Use notes in writing a summary in keeping with these characteristics.
5. Evaluate by sharing and evaluating summaries in groups of four or five.
6. Compile into a class "study notes" guide.

SUGGESTED CLASSROOM EVALUATION:

Give students a reading selection or a taped report. Have students take notes and write a summary paragraph, including main ideas and significant details.

EXTENDED ACTIVITIES:

1. Compare student summaries of an article with a professional summary of the same article.
2. Direct students to search through magazines and newspapers for printed summaries for class analysis.

VOCABULARY:

conclusion
significant

supporting details
summarize
topic sentence

Writing Objective 1.2.4.40

Write a Sentence That Asks a Question

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades K-2
- B. Curriculum Concepts/Content: Subject/verb combination
Interrogative words
Beginning capital
End question mark
Word order
- C. Behaviors To Be Demonstrated: Writing an interrogative sentence

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write an original interrogative sentence.
 - 1. Bring in an object and encourage students to ask questions about it.
 - 2. Write the questions on the board.
 - 3. Have class analyze these sentences according to the following:
 - a. Capital at beginning
 - b. Question mark at end
 - c. Key interrogative words
 - d. Subject/verb combination
 - e. Word order
 - 4. Have students write other original interrogative sentences about the object or another object in room and then exchange papers for criteria in Item 3 above.
- B. The student will write a question in sentence form.
 - 1. Ask students to look at articles in classroom books, magazines, or newspapers for sentences that end with question marks.
 - 2. Have the students write these questions on the board.
 - 3. Have the class analyze these sentences for punctuation and word order.

4. Direct students to write questions about pictures they have seen in classroom materials.
 5. Tell students to exchange papers and check for punctuation and word order.
- C. The student will write five questions correctly, using at least three different interrogative words.
1. Distribute word cards containing key interrogative words (who, what, when, where, why, and how).
 2. Have students write sentences starting with key words.
 3. Have class analyze these sentences according to word order and punctuation.
 4. Give students oral declarative sentences, have them rephrased into questions and write them on the board.
 5. Have students cut five pictures from a magazine and write one question about each picture. Have students exchange pictures and check each other's sentences for use of interrogative words, word order, and punctuation.
- D. The student will write a question with correct interrogative wording and question mark.
1. Write five interrogative sentences on the board. Underline key interrogative words that begin each sentence.
 2. Have students analyze each sentence according to interrogative wording and punctuation.
 3. Have a few students go to the board and write some questions. Have the class check these sentences.
 4. Give students sentence strips with an answer, such as, "a furry animal that purrs."
 5. Have students write questions to match the answer: "What is a cat?"
 6. Direct some students to write their questions on the board for class evaluation.
- E. The student will write correctly a sentence that asks a question by changing word order.
1. Write the following sentence on the board: "The cat is pretty."
 2. Ask the students to try and rearrange the words to form a question: "Is the cat pretty?"

3. Discuss the change in punctuation for the question as compared to the original statement.
4. Write other declarative sentences on the board and direct students to change them into questions by rearranging word order and changing the punctuation:

The bird is a robin.
The boys are fighting.
The school is closed today.
The snow is getting deep.

5. Ask several students to write their interrogative sentences on the board for the class to evaluate.

SUGGESTED CLASSROOM EVALUATION:

Have students write five questions correctly, using at least three different type key interrogative words (who, what, when, where, why, and how).

EXTENDED ACTIVITIES:

Play a game, such as "Jeopardy." The teacher gives the answer, and the student replies with a question.

VOCABULARY:

declarative
interrogative
question

sentence
subject
verb

Writing Objective 1.2.4.41

Write a Sentence That Expresses Strong Feeling

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Subject/verb agreement
Beginning capital
End - exclamation point
- C. Behaviors To Be Demonstrated: Writing an exclamatory sentence

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write an original sentence which expresses a strong feeling.
 - 1. Read to the class a story or paragraph which contains some statements of strong feeling.
 - 2. Have the class identify and discuss the sentences and the emotions depicted.
 - 3. Chart the sample responses, pointing out capitalization, punctuation, and sentence structure.
 - 4. Direct the students to copy the sample responses in their notebooks and then write an original sentence starting with a capital letter and ending with an exclamation point.
 - 5. Have some students write their original sentences on the board for class review.
- B. The students will write a sentence which expresses a strong feeling from pictures.
 - 1. Display several pictures of people showing strong emotion.
 - 2. Discuss the pictures with the class, and under each picture write an emotion the picture most nearly portrays.
 - 3. Ask the question, "What do you think this person might say?"

4. Write the students' sentences under the appropriate picture (very limited number, just ideas), using capitalization and exclamation point.
 5. Erase the samples and allow children to come to the blackboard and write a sentence, using capitals and exclamation point.
 6. Have the students evaluate each sentence.
- C. The students will write a sentence which expresses a strong feeling from a pantomime.
1. Write some simple interrogative and declarative sentences on the board.
 2. Ask the following questions:
 - a. How could you make some of these sentences express a strong feeling?
 - b. Is there any punctuation we can use to make sure everyone knows the sentence expresses strong feeling?
- Review responses.
3. Select pairs of children to role-play strong feelings. Record what is said on the board, and point out again how the reader might know a strong feeling is being expressed (use of exclamation point).
 4. Have student pantomime a strong feeling, while the other students write a sentence explaining that feeling.
 5. Have some students write their sentences on the board for class evaluation.
- D. The students will write an exclamatory sentence based on a colorful picture.
1. Have students read a conversation, identify sentences that show feeling, and tell why.
 2. Get students to practice writing sentences with a strong feeling from a list of sample sentences.
 3. From the list of sentences, direct the students to put exclamation points where they are needed.
 4. Give students three or four colorful pictures that suggest a lively story, and have them write at least three sentences with strong feeling.
 5. Students will write their sentences on the board for class discussion and evaluation.

E. Students will write sentences that express frustrations.

1. Discuss with students ways in which you can recognize when someone is frustrated. Concentrate on speech signals.
2. Mention a frustrating situation, and ask students how they would express their frustrations.
3. Write the sentences that express this frustration on the board as the students give appropriate examples.
4. Analyze the sentences according to punctuation and word order.
5. Direct students to write other sentences similar to the ones on the board.
6. Walk around the class and check the student sentences.

SUGGESTED CLASSROOM EVALUATION:

Show the students a picture of a person expressing a strong emotion; have the students write a sentence expressing what the person might be saying and punctuate it correctly.

EXTENDED ACTIVITIES:

1. Give students several exclamations the writer used to show strong feeling from a story they have read. Have students locate a particular exclamation in the story and decide what strong feeling fits it best (fear, excitement, or determination). Students may read aloud the exclamations to show how they feel the writer wanted the sentence to sound to make sense. Students may write exclamations to show what they think should have been written.
2. Write an original story containing at least three exclamatory sentences.

VOCABULARY:

angry
determination
excitement

exclamation point
fear
frustration

happy
surprised
strong feeling

Writing Objective 1.2.4.42

Write a Sentence That Gives a Command

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 3-5
- B. Curriculum Concepts/Content: Understood subject (you)
Beginning capital
End period
- C. Behaviors To Be Demonstrated: Writing a command

SUGGESTED LEARNING ACTIVITIES:

- A. The student will write a sentence of command.
 - 1. Have the student role-play a robot who can communicate only in written commands.
 - 2. Write his first command on a sentence strip.
 - 3. Analyze this first command according to beginning and ending punctuation, implied you, word order.
 - 4. Let students take turns writing other commands as the robot gives them when they press the "on" button.
 - 5. Later have the students write their own sentences of command.
 - 6. Have the students exchange their sentences to check for word order and punctuation.
- B. The student will write five commands.
 - 1. Give students experience in giving and following commands by playing the game Simon Says.
 - 2. Have students write a set of commands for Simon Says.
 - 3. Analyze these command sentences by getting the students to distinguish from other types of sentences (statement, question, exclamation).

4. Dictate a simple command for students to write correctly.
 5. Have students write a set of five commands for one of their classmates.
 6. Let more students write their command sentences on the board for classroom evaluation.
- C. The student will write four sentences of command, to be followed in sequence in order to perform a task.
1. Have the student read a number of pairs of sentences:
 - a. John hid his pen under the desk.
 - b. Hide this pen under the desk.

Ask the following questions:

 - a. Which sentences tell what someone else has done?
 - b. Which ones tells you what to do?
 2. Have students read groups of sentences and do what the sentences say.

Example:

 - a. Put a book in the middle of your desk.
 - b. Put a pencil on top of the book.
 - c. Place your left hand on the pencil.
 - d. Put this paper on top.
 - e. Hold it with your right hand.
 3. Have students write groups of sentences similar to Step 2, directing students to move to certain areas of the room or place objects in particular positions or order. Exchange papers. Have students evaluate the papers they have received and, if directions are clear and legible, perform the required tasks.
- D. The student will correctly write sentences that give commands.
1. As the students enter the room, issue only commands to them.
 - a. Get in the room.
 - b. Close the door.
 - c. Sit in your seats.
 - d. Take out your notebooks.
 2. Then discuss these commands with the students, this time writing the commands on the board.

3. Analyze the sentences according to the following:

- a. Subject you understood.
- b. Starting verb capitalized.
- c. No subject written.

4. Issue some commands and have students write them on the board.

5. Direct students to write original sentences that give commands, and have them exchange papers to check word order and punctuation.

SUGGESTED CLASSROOM ACTIVITIES:

The students will construct command sentences from a paragraph that explains a process.

EXTENDED ACTIVITIES:

- 1. Investigate the commands used in the training of seeing-eye dogs.
- 2. Lead warm-up exercises in physical education class by giving commands to the class.

VOCABULARY:

capital
command
direction

order
period
sentence

Writing Objective 1.2.4.43

Write Sentences Using a Variety of Sentence Structures

GOAL: To use the writing process to respond to the demands and obligations of society

COMPETENCY: Writing sentences and coherent paragraphs

INSTRUCTIONAL SPECIFICATIONS:

- A. Suggested Instructional Level: Grades 9-11
- B. Curriculum Concepts/Content: Simple sentences using varied patterns
Compound sentences using concept of coordination
Complex sentences using concept of subordination
- C. Behaviors To Be Demonstrated: Writing various types of sentences

SUGGESTED LEARNING ACTIVITIES:

- A. The student will correctly write one simple, compound, and complex sentence from given stimuli.

1. Show class a picture and ask students to describe one thing about it. As a student answers, have him/her write a statement on the board.
2. After writing several statements, ask the students if they can combine two or more of these statements into one larger sentence. Try to structure these sentences into compound or complex sentences.

Examples:

The picture is puzzling.
(simple)

The picture is interesting.
(simple)

The picture is puzzling, but it is interesting. (compound)

Although the picture is puzzling, I find it interesting. (complex)

3. Discuss the characteristics of the simple, compound, and complex sentences.
4. Give students a subject or an object, and direct them to write several sentences with a variety of sentence structures similar to those above.
5. Ask several students to write their sentences on the board for class discussion and evaluation.

B. The student will write effective simple sentences.

1. Write several sentences on the board, and have students identify them according to sentence pattern:
 - a. subject + verb
 - b. subject + verb + indirect object + direct object
 - c. subject + verb + predicate adjective
 - d. subject + verb + direct object
 - e. subject + verb + predicate nominative.
2. Ask students to write personal examples for each pattern.
3. Have students write some of their sentences on the board for class evaluation.
4. Give students examples containing closely related details and discuss ways of changing them into verb phrases, appositives, and compound verbs for more effective sentences.
5. Give students a worksheet with five sets of related ideas, and have the students combine them into effective simple sentences.
6. Duplicate some of the sentences for class discussion and evaluation.

C. Students will change compound sentences into complex sentences by varying the sentence structure.

1. Distribute to the students a sheet containing a number of compound sentences.
2. Review the structure of a compound sentence (concept of coordination).
3. Ask if any student can take a compound sentence and change one coordinate part into a subordinate one. Allow the student to write it on the board. Encourage others to do the same thing.
4. After several sentences are rewritten on the board, analyze the sentences with the class.
5. Have class identify key words which introduce subordinate clauses (subordinating conjunctions).
6. Give students another set of compound sentences, and have them change the compound into complex sentences.
7. Have some students write rewritten sentences on the board or overhead transparency for class discussion and evaluation.

SUGGESTED CLASSROOM EVALUATION:

Write a paragraph which contains simple, compound, and complex sentences.

EXTENDED ACTIVITIES:

1. Give students a series of various types of sentences and have them group sentences into simple, compound, and complex.
2. Give students a sample compound, complex, and simple sentence. Get students to imitate the pattern, verb for verb, noun for noun, modifier for modifier, but inserting their own words.

VOCABULARY:

clause
complex sentence
coordinating conjunction
direct object

indirect object
prepositional phrase
simple sentence
subordinating conjunction